


# Introduction to Video Modeling

# What is Video Modeling (VM)?

- **Video modeling** is an "evidence-based practice where an individual learns a desired skill by watching a video of a model (e.g., sibling, peer or parent) completing the skill" (Kellems, 2020, p. 14).

- Commonly used by individuals with and without disabilities

# Background Information and Support for VM

- **Albert Bandura's Social Learning Theory** – "human behavior is primarily learned by observing and modeling others" (Corbett & Abdullah, 2005, p. 2)
  - Live modeling was used for decades, and VM emerged in the 1990's (Wilson, 2013, p. 1819)
- **Occupational Therapy (OT) Frame of Reference to Enhance Social Participation** – emphasis on the importance of positive social role models (Kramer & Hinojosa, 2010)
- **OT Acquisitional Frame of Reference** – new behaviors can be acquired by observing others
  - Neuroscience has supported this idea through the discovery of mirror neurons (Kramer & Hinojosa, 2010)
- **Multiple research studies** have provided evidence that supports the effectiveness of VM interventions (Plavnick, 2013)

(Corbett & Abdullah, 2005; Wilson, 2013; Kramer & Hinojosa, 2010; Plavnick, 2013)

# Types of Video Modeling

- **Basic Video Modeling** – depicts "someone besides the learner engaging in the target behavior or skill" (Plavnick, 2013, para. 1)
- **Video Self-Modeling** – depicts "the learner displaying the target skill or behavior and may involve editing to remove adult prompts" (Plavnick, 2013, para. 1)
- **Point-of-View Video Modeling** – "target behavior or skill is recorded from the perspective of what the learner will see when he or she performs the response" (Plavnick, 2013, para. 1)
- **Video Prompting** – target behavior is broken down into steps and each step is recorded with "incorporated pauses during which the learner may view and then attempt a step before viewing and attempting subsequent steps" (Plavnick, 2013, para. 1)

(Plavnick, 2013)

# Who can use Video Modeling?

- **Diagnoses:**
  - Autism Spectrum Disorder (ASD)
  - Down Syndrome
  - Intellectual Disabilities
- **Ages:**
  - Found to be effective for toddlers (0-2 years) to young adults (19–22 years) with ASD (Plavnick, 2013)
- **Prerequisite Skills:**
  - Able to imitate others
  - Already able to perform some of the skills necessary to perform the targeted skill or behavior
  - Able to sustain attention long enough to view the video
  - Has adequate vision and hearing

(Plavnick, 2013; Cox & AFIRM Team, 2018; Kellems, 2020)

# Video Modeling and Autism

- VM is effective for individuals with autism for multiple reasons:
  - Provides a visually cued instruction, which supports individuals with autism who prefer visual stimuli and have strengths in processing visual information
  - Improves attention by focusing on relevant stimuli
  - "Offers a way to learn through social models without initial face-to-face interactions" (Corbett & Abdullah, 2005, p. 4)
  - Motivating for individuals who have interest in technology and videos

(Corbett & Abdullah, 2005)

# Benefits of Video Modeling

- Allows parent/therapist to model a skill the exact same way multiple times
- Can be used in different settings and be viewed on multiple devices – may help with generalization of skills
- Convenient and easy to use

(Burdick & Biele, 2014)

# Skills Video Modeling Can Teach

- Research has shown that VM is effective in improving the following skills:
  - Social
  - Communication
  - Behavior
  - Joint attention
  - Play
  - Cognitive
  - School-readiness
  - Academic
  - Motor
  - Adaptive
  - Vocational

(Plavnick, 2013)

# References


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