

How to Implement Video Modeling

Arrange the Environment and Choose a Time

- **Decide which device you will use to show the videos** (desktop computer, laptop, tablet, etc.)
- **Decide on the location where you will show the videos**
  - Environment should be "as free of distractions as possible" (Cox & AFIRM Team, 2018, p. 10)
  - Appropriate lighting
  - Participant can sit and watch videos at eye level
- **Schedule when you will show the videos**
  - Try to incorporate videos into the participant's routine – morning/evening routines or transition times may work well
  - Try to show videos "just prior to the [participant] demonstrating the targeted skill" (Cox & AFIRM Team, 2018, p. 10)
  - Each individual "may benefit from different frequencies of viewing" – some may need to watch videos every day, and some may only need to watch videos a few times each week (Murray & Noland, 2013, p. 28)

(Cox & AFIRM Team, 2018; Hansen, 2016; Murray & Noland, 2013)

Show the Video

- Explain to the participant what they will be doing in the video viewing session
- Show the video in its entirety without interruption – try not to make comments as the video is being watched
  - It may be necessary to prompt the participant to attend to the video if they are not paying attention
- It may be necessary to show the video multiple times before expecting the participant to use the target skill (National Professional Development Center on ASD [NPDC], 2010)

(Murray & Noland, 2013; Cox & AFIRM Team, 2018; NPDC, 2010)

Practice the Skill

- After the participant watches the video, provide an opportunity to practice the skill
  - This may include role play, practicing with a sibling, or practicing in the natural environment where the skill would take place
- You may choose to provide reinforcement when the participant demonstrates the target skill
- Provide error correction (if needed)
  - If the participant struggles with a certain part of the target skill, show only the scene that displays that part of the skill for the participant to re-watch and practice again (Cox & AFIRM Team, 2018).
- Continue to use other effective strategies to facilitate skill development

(Cox & AFIRM Team, 2018; Murray & Noland, 2013)

Monitor Progress

- Record how often and when the participant is watching the videos
- Keep a record of the participant's ability to demonstrate the expected behaviors
- Observe trends in the data – is progress being made?
  - If there is not progress after approximately 3 to 5 data points, you may need to troubleshoot (NPDC, 2010)

(NPDC, 2010; Murray & Noland, 2013)

Troubleshooting

- If the participant is not making progress, consider these questions to help solve the problem:
  - Is the video being shown often enough?
  - Is there a better time of the day that the video could be shown?
  - Is the environment where the video is being watched too distracting?
  - Is the participant attending to the most relevant parts of the video?
  - Is the participant getting enough opportunities to practice the target skill?
  - Does the participant have the prerequisite skills needed to benefit from video modeling?
- Only adjust one variable at a time and monitor progress to determine what the issue may be

(Murray & Noland, 2013; NPDC, 2010)

Fading of Videos

- Fading the use of the video is important to encourage independence in demonstrating the target skill
- Once the participant shows progress or is consistently demonstrating the target skill, videos can be faded
- There are multiple ways to fade the use of videos:
  - **Delaying start/premature stop** – Shows less of the video by starting the video later or ending the video before it is over
  - **Error correction** – Show only the parts of the video depicting the components of the skill the participant is struggling with and allow them to practice again
  - **Scene fading** – Gradually remove scenes from the video that the participant has mastered

(NPDC, 2010)

Implementing the Lights, Camera, Learning! Program

- 8 total videos to watch - watch 2 videos a week for 4 weeks
- Sample schedule for video viewing:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Video Viewing Session 1: • Basic Skills • Social Initiations **Video Viewing Session 2:** • Basic Skills • Social Initiations	**Video Viewing Session 1:** • Basic Skills • Social Initiations **Video Viewing Session 2:** • Basic Skills • Social Initiations	**Video Viewing Session 1:** • Basic Skills • Social Initiations **Video Viewing Session 2:** • Basic Skills • Social Initiations	**Video Viewing Session 1:** • Basic Skills • Social Initiations	**Video Viewing Session 1:** • Basic Skills • Social Initiations	

- Video viewing sessions can take place at any time of the day that is convenient and fits well into the participant's schedule, but ideally should take place before practicing the targeted skill

Implementing the Lights, Camera, Learning! Program

- Each video includes guiding questions at the end to discuss with the participant
- Parents/caregivers will be provided with tip/strategy sheets that provide some ideas of how to practice the target skills
- Parents/caregivers will be provided with logs to monitor progress and track time
- Parents/caregivers will be able to contact an OT for help with troubleshooting or other questions
- Videos can be faded during the program depending on the participant's progress

References

Cox, A., & AFIRM Team. (2018). *Video modeling.* National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Center, University of North Carolina. http://afirm.fpg.unc.edu/video-modeling

Hansen, S. (2016). *Research says video modeling works—Here's how to implement it.* Hussman Institute for Autism. https://hussmanautism.org/implement-video-modeling/

Murray, S. & Noland, B. (2013). *Video modeling for young children with autism spectrum disorders: A practical guide for parents and professionals.* Jessica Kingsley Publishers.

National Professional Development Center on ASD [NPDC]. (2010). *Video modeling: Steps for implementation.* https://autisminternetmodules.org/up_doc/VideoModelingSteps.pdf



LIGHTS, CAMERA, LEARNING!

Video Modeling Program



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