

## Video Modeling: An Overview

<p><b>Definition and Purpose</b></p>	<p>Video modeling is a type of instruction that involves recording a model demonstrating a skill or behavior and showing the video recording to a target student, who then works to perform the skill or behavior with increasing independence. Video modeling is frequently paired with other evidence-based practices, like task analysis, prompting, and reinforcement. Video modeling is an evidence-based practice effective for teaching communication, social, play, school readiness, academic, adaptive, and vocational skills to children ages 3 to 14 (Steinbrenner et al., 2020).</p>
<p><b>Types of Video Modeling</b></p>	<ol style="list-style-type: none"> <li>1. <b>Basic video modeling</b> involves a peer or an adult modeling the skill or strategy for the target student in the video. This method is most effective when the skill being modeled requires imitation or to model academic responses.</li> <li>2. <b>Video self-modeling</b> entails recording the target student modeling the skill or strategy. This approach is most useful for self-management tasks or assessing one's own performance in play or with vocational skills.</li> <li>3. <b>Point-of-view video modeling</b> involves the target student, a peer, or an adult recording a video demonstrating a skill or behavior from their point of view. This technique is most effective for discrete skills, like tying a shoe, ordering food at a restaurant, or building something with blocks or Legos. (Cox, A., &amp; AFIRM Team).</li> </ol>
<p><b>When to Use Video Modeling</b></p>	<p>Ideal times to use video modeling with autistic children, or other children with or without disabilities, could include, but are not limited to, activities that:</p> <ul style="list-style-type: none"> <li>» are novel experiences the student is not familiar with;</li> <li>» have multiple steps, like opening a locker and gathering materials for the next class or completing and turning in an academic assignment; and</li> <li>» need to be done independently by the student, like going through the lunch line, filling out an agenda, unpacking a backpack at arrival time, or completing vocational work tasks.</li> </ul>
<p><b>Why Use Video Modeling?</b></p>	<p>Video modeling:</p> <ul style="list-style-type: none"> <li>» provides prompting with reduced social demands because videos do not require the student to continually respond to them,</li> <li>» clarifies expectations about next steps to successfully complete a multi-step activity,</li> </ul>

- » increases predictability regarding novel tasks or activities, »
- reduces amount of time a student takes to complete a task, and
- » increases academic and social engagement.

<p><b>Why Use Video Modeling?</b> <i>(Continued)</i></p>	<ul style="list-style-type: none"> <li>» promotes student independence within regular routines that occur during the school day, and</li> <li>» aids working memory by providing model prompts for task completion.</li> </ul>
<p><b>Critical Components of Video Modeling</b></p>	<p>Video models for autistic students should:</p> <ul style="list-style-type: none"> <li>» be broken down into small, manageable steps;</li> <li>» be filmed using the most logical method to aid the learner (peer model, self model, point-of-view model);</li> <li>» be individualized to the learning environment or students using them; and</li> <li>» include staff planning for behavior-specific praise after individual steps of the process are completed, if necessary, and reinforcement upon completing the entire task or behavior.</li> </ul>
<p><b>Video Creation Tips</b></p>	<ul style="list-style-type: none"> <li>» Write out the steps to the skill or behavior and break them down into manageable steps.</li> <li>» Allow the model being filmed time to practice and prepare. Consider what key words or scripts may be needed within the video model to help the target student to be successful.</li> <li>» Organize the environment to reduce distractions so that the video focuses on the skill or behavior being modeled.</li> <li>» Record the video in the environment where the target student will perform the skill.</li> <li>» After recording, ensure that the video clearly demonstrates the skill or strategy and that the model is visible and audible.</li> <li>» Simple video-editing software can be used to shorten, speed up, or slow down the video. Captions or attention grabbers can also be added during editing.</li> </ul>

### **Video Modeling Implementation Tips**

- » Set up a distraction-free viewing location where the target student can see and hear the video model clearly.
- » Ensure that the necessary materials to demonstrate the skill or strategy taught in the video are available for the target student.
- » Incorporate the video of the skill into the student's routine at a logical time when the skill or strategy would naturally be required.
- » Consider how to prompt the student to focus on the important behaviors modeled within the video if necessary. Decide if the video should be shown step-by-step and paused so that the student can practice that portion of the skill or if the entire video should be shown from start to finish.
- » Provide prompts to the target student for attempting the skill or behavior, helping them to achieve success.
- » Reinforce the target student as soon as he or she demonstrates the skill or behavior, even if additional prompting is required.

**Using Video  
Modeling to  
Support  
Functional  
Behavior  
Assessment (FBA)  
and Behavior  
Intervention Plan  
(BIP)**

A functional behavior assessment (FBA) is a process for gathering, analyzing, and summarizing information about the relationship (i.e., function) between a person's challenging behavior and their environment (Cooper et al., 2020). An FBA provides specific information around how behavior interventions should be individualized in consideration of a person's skills, preferences, sensitivities, and environment. For students in schools, an FBA is conducted to address one or more of the following situations:

- » a change of placement to a more restrictive setting is considered due to a student's behavior,
- » the Individualized Education Program (IEP) provides for the use of restraint or isolation,
- » student exhibits a pattern of behaviors that impede learning for self or peers,
- » student exhibits a pattern of behaviors that threaten safety of self or others,
- » a behavior intervention plan (BIP) is considered ineffective by virtue of incomplete or flawed understanding of the student's behavior, and/or
- » student behavior limits student engagement, inclusion, and/or independence.

Additionally, an FBA may be conducted in the following situations:

- » a student with an IEP is removed from current placement for more than 10 school days for behavior not determined to be a manifestation of their disability, or
- » a student with an IEP is removed to an interim alternative education setting for up to 45 school days for an offense that constitutes a special circumstance under the Individuals with Disabilities Education Act (IDEA).

Ultimately, a complete FBA will present one or more functional hypotheses supported by available evidence as to why behaviors of concern are occurring, along with an appraisal of the student's skill deficits that are impacting the behavior targeted within the FBA. The results of this FBA are used to individualize the BIP. The BIP focuses on decreasing challenging behavior and increasing appropriate behavior (Cooper et al., 2020).

Video modeling is an evidence-based practice that can be used as a teaching replacement strategy in a BIP to teach a variety of skills such as requesting help, asking for a break, interacting with peers, etc. When video modeling is used as a strategy to teach replacement behaviors, they take a proactive approach to increase student independence by providing less intrusive prompting while decreasing prompt dependence.

<p style="text-align: center;"><b>Using Video Modeling to Support Behavior Intervention Plan (BIP) and Antecedent Supports</b></p>	<p>A BIP should include antecedent strategies that will be effective and actionable in the context in which the behavior targeted within the FBA occurred. These strategies are meant to prevent challenging behavior by either modifying the context or providing supports or prompts to the student before challenging behavior occurs. Antecedent strategies should consider the student’s unique needs by clarifying expectations, establishing predictability, promoting skill acquisition, fostering independent functioning, and/or reducing stressors.</p> <p>A BIP can include video modeling within the teaching of replacement behaviors section. Within this section, ensure details are provided on how to use video modeling, when to use video modeling, and what types of activities video modeling can be used for. The use of video modeling can increase the likelihood of promoting student growth as well as building independence in utilizing replacement behaviors.</p> <p>Below is an example of a video modeling description within the teaching replacement behavior section of a behavior intervention plan.</p>
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**EXAMPLE DESCRIPTION WITHIN A BEHAVIOR INTERVENTION PLAN**

<p style="text-align: center;"><b>Intervention Description</b></p>	<p>When &lt;skill deficit identified in FBA&gt; is relevant, staff will use video modeling to demonstrate the steps necessary to complete the skill.</p> <p>The paraprofessional will film a video showing step-by-step instructions for asking for help. The paraprofessional will watch the video with the student once through, and then have the student practice along with the video. Practice opportunities will be provided at least once daily.</p>
<p><b>Who will implement?</b></p>	<p>Educator</p>
<p><b>When will it occur?</b> (e.g., time of day, days of week)</p>	<p>Prior to &lt;routine included in video&gt;</p>
<p><b>When will the intervention begin?</b></p>	<p>8/1/24</p>
<p><b>Materials Needed</b></p>	<p>Device to watch video on</p>
<p style="text-align: center;"><b>Learn More</b></p>	<p><b>Online Resources and Video Modeling Examples:</b></p> <ul style="list-style-type: none"> <li>» <a href="http://www.iidc.indiana.edu/irca/articles/video-self-modeling-how-to-andexamples.html">www.iidc.indiana.edu/irca/articles/video-self-modeling-how-to-andexamples.html</a></li> <li>» <a href="http://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf">ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf</a></li> </ul>

## References

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- » Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

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