This practice guide outlines how to plan for, use, and monitor the practice of video modeling.

Keep in mind that the four types of video modeling are:

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

While each procedure is slightly different, the practice guide is applicable to all. When unique features are tied to a specific category, we will identify them through examples or cautions.

**BEFORE YOU START...**

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about...

- □ Identified the behavior...
- □ Collected baseline data through direct observation...
- □ Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

If the answer to any of these is “no,” review the process of how to select an EBP.

For more information visit:
www.afirm.fpg.unc.edu
Now you are ready to start...

**Step 1: VM Planning**

The planning step explains how to choose the best type of video modeling to address the student's needs, how to create the video, and when and where to use video modeling.

1.1 Determine if learner has needed skills

In order to learn from a model, a learner must be able to:
- Imitate others' behaviors,
- Perform some of the component skills that make up the target skill, and
- Sustain attention long enough to watch the model perform the target skill.

1.2 Choose the type of VM to use to address the behavior/skill

Often there will be more than one type of video modeling that will fit your student learning needs. Be sure you understand the four basic types, what is required of the learner and the instructor, and what outcome you plan for the student to achieve so that you can choose the best VM type for the situation.

1.3 Simplify the task into smaller skills, if needed

Consider breaking down a skill or task that is too large into smaller pieces or sub-tasks. You may want to complete a task analysis of the larger skill and model each part separately using video prompting.

*Note:* For more information on task analysis, please visit the Task Analysis module.

1.4 Select reinforcers to pair with the target skill or behavior

A reinforcement assessment can be helpful in allowing the learner (of any age) to select those items that are most motivating and reinforcing.

*Note:* For more information on identifying reinforcers, please visit the Reinforcement module.

1.5 Choose the video equipment

There are three specific equipment functions that may be needed in order to use video modeling as an effective intervention. These include (1) equipment to *Record* the behavior or skill, (2) software to *Edit* the video once it is recorded (if necessary), and (3) a device for the learner to *View* the video model.

*Note:* Use the VM Equipment Checklist to help you identify functions of available technologies.
Step 1: VM Planning (continued)

1.6 Create the model and record the video

- Identify and prepare the model
- Arrange the environment for recording the video
- Record the video
- Edit the video
- Transfer the video to a viewing device

1.7 Introduce the viewing equipment to the learner, as needed

With some young children or students unfamiliar with watching videos, you will need to introduce the viewing equipment and give them a chance to manipulate and watch a video.

1.8 Train team members to implement the VM with fidelity

It is important to train these individuals in how to use the intervention with fidelity, much as you have learned to do. You can ask these individuals to review the Step-by-Step Guide and the Implementation Checklist, which are downloadable under the resources section of the module. Remember that if not used with fidelity, the intervention may be less effective and the student may become confused.

Use the VM Planning Worksheet before using the practice.

Step 2: Using VM

This section describes the process of using video modeling and includes following the unique steps of the video modeling procedure, and providing prompting and reinforcement.

2.1 Arrange the environment for the video modeling intervention

The location for viewing the video should be as free of distractions as possible, with appropriate (non-glaring) lighting, and where the student can sit or stand comfortably to view at eye level. The materials needed for demonstrating the skill following the video modeling session should be set up and ready.

2.2 Choose a time to show the video to the learner

The video should be shown just prior to the student demonstrating the targeted skill. Incorporate the video of the task into the student's routine or schedule.

2.3 Show the video

Many students with ASD will watch the video without any difficulty; however, some may need additional prompting and reinforcement to attend to the entire video. Initially, the adult may have to sit and watch the video with the student.
Step 2: Using VM (continued)

2.4 Prompt the learner to perform the skill or behavior

After the student watches the video, the student demonstrates the behavior or skill.

2.5 Reinforce performance of all or part of the skill or behavior

Initially, reinforcement should be given every time the learner performs the behavior or target skill. As the learner uses the skill or behavior more consistently the reinforcement can be thinned to an intermittent reinforcement schedule.

2.6 Provide error correction, if needed

This procedure can be used if a learner continues to make mistakes with certain parts of the target behavior or skill. Only the particular scene where the mistake occurs is played for the learner to re-watch and practice. For example, if a learner correctly performs all the steps in washing their hands, except drying them once they are washed, then the section of the video that shows the model drying their hands would be the only piece shown.

2.7 Fade the video model

By delaying the start of the video or ending it before it is over, less of the video is shown. When the amount of the video is gradually decreased, the learner sees less of the video modeling. This procedure is maintained if the learner continues to use the target behavior successfully.

Step 3: Monitoring VM

The following process describes how the use of video modeling can be monitored and how to adjust your plan based on the data.

3.1 Collect and analyze data on target behavior

By collecting data on target behaviors and skills, team members are able to determine if the learner is making progress.

Use the VM Event Recording form to monitor behaviors.

Continue ➔
Step 3: Monitoring VM (continued)

3.2 Determine next steps based on learner progress

If the learner with ASD is showing progress with video modeling based upon collected data, then continue to use this practice with the learner. Gradually, new target skills and behaviors can be introduced to the learner with ASD.

- If the target skill or behavior is not increasing, ask yourself the following questions:
- Is the target behavior well defined?
- Is the target behavior measurable and observable?
- Is the skill too difficult and needs to be broken down into smaller steps (Task Analysis)?
- Does the learner have the needed prerequisite skills for video modeling?
- Has enough time been devoted to using this strategy?
- Was video modeling used with fidelity? (Use the Video Modeling Implementation Checklist to determine fidelity.)
- Are reinforcers motivating for the learner?

If these issues have been addressed and the learner with ASD continues not to show progress, consider selecting a different evidence-based practice to use with the learner.

*Use the VM Troubleshooting Guide to problem-solve.*