AFIRM

Autism Focused Intervention Resources & Modules

VM

EBP Brief Packet: Video Modeling

UNC Frank Porter Graham Child Development Institute
Autism Focused Intervention Resources & Modules
Cox, A., & AFIRM Team, Updated 2025

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice
NCAEP • BRIDGING PRACTICE AND SCIENCE

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Overview of Content

1. **Table of VM Contents:** This list details the specific VM resources that apply to Video Modeling.
2. **What is VM:** A quick summary of salient features of Video Modeling, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
3. **Evidence-base:** The evidence-base details the National Clearinghouse on Autism Evidence and Practice (NCAEP) criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for Video Modeling.
4. **Planning Checklist:** This checklist details the steps for planning for Video Modeling, including what prerequisite learning of practices are needed, collecting baseline data of the interfering behavior if needed, and what materials/resources are needed.
5. **Other Resources:** Other resources may include decision trees, checklists, and/or template forms that will support the use of Video Modeling.
6. **Step-by-Step Guide:** Use this guide as an outline for how to plan for, use, and monitor Video Modeling. Each step includes a brief description as a helpful reminder while learning the process.
7. **Implementation Checklist:** Use this checklist to determine if Video Modeling are being implemented as intended.
8. **Monitoring Progress Checklist:** Use this form as a method for collecting and analyzing data to determine if the learner on the spectrum is making progress towards the interfering behavior.
9. **Tip Sheet for Professionals:** Use this tip sheet, intended for professionals working with learners on the spectrum, as a supplemental resource to help provide basic information about Video Modeling.
10. **Parent Guide:** Use this guide intended for parents or family members of learners on the spectrum to help them understand basic information about Video Modeling and how it is being used with their child.
11. **Additional Resources:** This list provides additional information for learning more about Video Modeling as well as resources.
12. **CEC Standards:** This list details the specific CEC standards that apply to Video Modeling.
13. **Glossary:** This glossary contains key terms that apply specifically to Video Modeling.
14. **References:** This list details the specific references used for developing this VM module in numerical order.

Table of Contents

VIDEO MODELING

WHAT IS VM?

Video modeling is a video-recorded demonstration of the targeted behavior or skill shown to the learner to assist learning in or engaging in a desired behavior or skill. Video Modeling is most effective when it is used with the evidence-based practices of prompting and reinforcement.

EVIDENCE-BASE:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Video Modeling is a focused intervention that meets the evidence-based practice criteria with 95 single case design and 2 group design studies. Video Modeling has been effective for early intervention (0-2 years), preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Video Modeling can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, cognitive, communication, joint attention, motor, play, school readiness, social, and vocational.

HOW IS VM BEING USED?

Video Modeling can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use Video Modeling in the home.

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EVIDENCE-BASE

The National Clearinghouse on Autism Evidence and Practice has adopted the following criteria to determine if a practice is evidence-based. The 2020 EBP report (Steinbrenner et al., 2020) provides more information about the systematic review process.

Efficacy must be established through high-quality, peer-reviewed research in scientific journals using:

- At least 2 randomized or quasi-experimental group design studies, or
- At least 5 single subject/case design studies, or a
- Combination of evidence of 1 randomized or quasi-experimental group design study and 3 single subject/case design studies

OVERVIEW:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Video Modeling is a focused intervention that meets the evidence-based practice criteria with 95 single case design and 2 group design studies. Video Modeling has been effective for early intervention (0-2 years), preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Video Modeling can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, cognitive, communication, joint attention, motor, play, school readiness, social, and vocational.

In the table below, the instructional outcomes identified by the evidence base are shown by age of participants.

Age	Academic	Adaptive	Behavior	Cognitive	Communication	Joint Attention	Motor	Play	School Readiness	Social	Vocational
0-2					Yes	Yes		Yes			
3-5	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14	Yes	Yes	Yes		Yes			Yes	Yes	Yes	Yes
15-18	Yes	Yes			Yes			Yes	Yes	Yes	Yes
19-22	Yes	Yes					Yes			Yes	Yes

EARLY INTERVENTION (0-2 YEARS):

*** Cardon, T. A. (2012). Teaching caregivers to implement video modeling imitation training via iPad for their children with autism. *Research in Autism Spectrum Disorders, 6*(4), 1389-1400. https://doi.org/10.1016/j.rasd.2012.06.002**

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*** Wang, H. T. (2017). Utilizing primary tier intervention to enhance reciprocal turn-taking of children with autism in Taiwan. *Education and Training in Autism Developmental Disabilities, 52*(1), 64-76.**

PRESCHOOL (3-5 YEARS):

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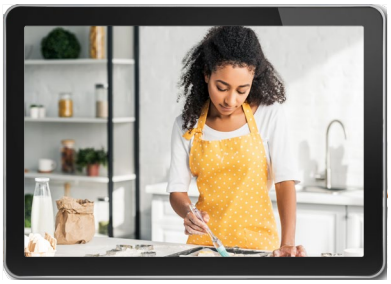
*** Yakubova, G., Hughes, E. M., & Hornberger, E. (2015). Video-based intervention in teaching fraction problem-solving to students with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 45*(9), 2865-75. https://doi.org/10.1007/s10803-015-2449-y**

Notes: * denotes the study has participants in at least two age ranges
Bold denotes new studies since 2011 (2012 till 2017)

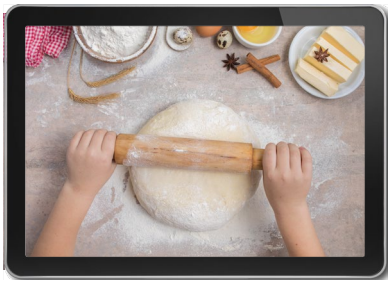
Video Modeling Types

- **Basic Video Modeling** – The most common type of video modeling, where a model (peer or adult) is recorded correctly performing the target behavior or skill. The video is played before each teaching situation, and the learner is prompted to perform the behavior after watching.

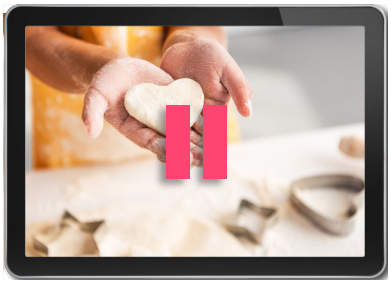


- **Video Self-Modeling** – The learner on the spectrum is the primary model in the video. This method is used to:
  - Show the learner how well they perform a skill.
  - Demonstrate how the skill or behavior should be done (with possible editing for clarity).
  - Identify positive and negative aspects of how the learner uses the skill or behavior.

- **Point-of-View Video Modeling** – A video is recorded from the learner's perspective, showing how the behavior or skill would look as if they were performing it themselves. This method helps the learner understand and internalize the steps from their own vantage point.



- **Video Prompting** – Used to teach a sequence of skills by breaking them into smaller steps. Each step is recorded separately, and the video is stopped or paused at each step to allow the learner to perform the specific action before continuing. This process is repeated until the learner successfully completes the entire skill.



Task Analysis Worksheet

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Target Goal/Behavior/Skill: _____
Directions: Use this template to create a task analysis for the learner. Add clipart, icons, pictures, or concrete objects.

1.
2.
3.
4.
5.
6.
7.

Reinforcer Sampling & Checklist

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Target Goal/Behavior/Skill: _____
Directions: Use this worksheet and checklist to identify and select reinforcers/rewards based on the learner's preferred items, interests, and activities for **Positive Reinforcement** and **Token Economy**.

CONDUCT A REINFORCER SAMPLING:

1. Sit in front of the learner and hold up two items. Ask the learner to "Pick one."
2. Wait 10 seconds for the learner to indicate selection in manner that is appropriate for the learner (e.g., verbalization, pointing, using an augmentative communication device).
3. Place the selected object in a container for learner's selection and non-selected item in the not selected container.
4. Repeat steps 1 through 3 until half of the objects presented are selected.

Item 1	Selected?	Item 2	Selected?
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No

LIST SELECTED REINFORCERS:

LIST POTENTIAL REINFORCERS:

AGE APPROPRIATE?

1. What natural reinforcers could be used?

   Yes No

2. What activities, objects, and/or foods does the learner select independently?

   Yes No

3. What phrases or gestures seem to produce a pleasant response from the learner?

   Yes No

4. What does the learner say they would like to work for (if appropriate)?

   Yes No

5. What reinforcers were identified by parents/family members and/or team members as being successful in the past?

   Yes No

6. Does the learner require additional adaptations/ modifications/supports? Such as visual supports or a communication device?

   Yes No

7. Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?

   Yes No

8. Are additional materials and/or resources for using Functional Behavior Assessment ready and available?

   Yes No

FOODS FOR SNACKS/MEALTIME ROUTINES:

- ❑ Cheese
- ❑ Chicken Nuggets
- ❑ Chips
- ❑ French Fries
- ❑ Fruit
- ❑ Goldfish
- ❑ Ice Cream
- ❑ Pizza
- ❑ Pretzels
- ❑ Other:
- ❑ Other:
- ❑ Other:

GAMES FOR PLAY/RECESS ROUTINES:

- ❑ Burrito games with a blanket
- ❑ Chase
- ❑ Pat-a-Cake
- ❑ Peek-a-Boo
- ❑ Tickles
- ❑ Other:
- ❑ Other:
- ❑ Other:
- ❑ Other:

TOYS FOR PLAY/RECESS ROUTINES:

- ❑ Books
- ❑ Cars/Trains/Trucks
- ❑ Computer
- ❑ Doll house
- ❑ Legos
- ❑ Noisy toys
- ❑ Phones
- ❑ Puzzles
- ❑ Remote controlled toys
- ❑ Other:
- ❑ Other:
- ❑ Other:

SPECIAL INTERESTS FOR ACTIVITIES/ROUTINES:

- ❑ Book Character:
- ❑ Book:
- ❑ Cars, Trains, Trucks
- ❑ Computers/Technology
- ❑ Dinosaurs
- ❑ Letters
- ❑ Movie Character:
- ❑ Movie:
- ❑ Music
- ❑ Numbers
- ❑ Real-Life Person:
- ❑ TV Show Character:
- ❑ TV Show:
- ❑ Video Game:
- ❑ Other:
- ❑ Other:
- ❑ Other:

Written Cues Scripts

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Target Goal/Behavior/Skill: _____
Directions: Use this sheet to write a video modeling script.

Planning Checklist

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Target Skill/Goal/Behavior: _____
Directions: Complete this checklist to determine which type of Video Modeling to use with the learner on the spectrum as well as if VM is ready to be implemented.

ASSESS THE LEARNER'S CURRENT ABILITIES:

❑ **Imitate others:** Is the learner able to imitate others when a model is provided?

❑ **Sustain attention:** Can the learner sustain attention long enough to observe the modeled behavior?

❑ **Prerequisite skills:** Does the learner have needed prerequisite skills/abilities?

If you DID NOT check off any of these questions, Video Modeling MIGHT NOT be helpful to use with the learner.

SELECT VIDEO MODELING PROCEDURE:

❑ Basic
❑ Self-modeling
❑ Point-of-View
❑ Video prompting

IDENTIFY EQUIPMENT & CREATE VIDEO:

❑ Select and prepare the model:

❑ Arrange the environment

❑ Record:

❑ Edit:

❑ Upload:

PLANNING:

- ❑ Has the target goal/behavior/skill been identified?
- ❑ Has baseline data and/or a functional behavior assessment been collected through direct observation of the learner?
- ❑ Is the target goal/behavior/skill measurable and observable? Does it clearly state **what** the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?
- ❑ Is Video Modeling appropriate for the learner's target goal/behavior/skill?
- ❑ Has a task analysis of the target goal/behavior/skill been identified?
- ❑ Has video equipment been selected?
- ❑ Has the selected video equipment been introduced to the learner?
- ❑ Does the learner require additional adaptations/modifications/supports? Such as a communication device?
- ❑ Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?
- ❑ Have team members been identified and trained?
- ❑ Are additional materials and/or resources for using Video Modeling ready and available?

Data Collection: Event Sampling

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Target Goal/Behavior/Skill: _____
Directions: Collect data on the frequency of the learner demonstrating the target goal/behavior/skill to determine if the learner is making progress.

Date	Tally	Total Tally	Notes

Troubleshooting Guide

Learner is not making progress

- Show the video model again before asking the learner to demonstrate the targeted skill.
- Determine if there is too much time between watching the video model and performing the task. If significant lag occurs, the learner may not remember what they have observed.

Learner does not want watch or sit through the entire video

- Sit with the learner or include peers when viewing the VM. It might be beneficial to exaggerate the learner's performance (e.g., "WOW!! Look at who is in the video!" "That is GREAT! Let's watch it again to see what they are doing!"). Positive reinforcement is important to keep learners motivated.
- Provide positive reinforcement while watching the video to gain and/or keep the learner's attention. For example, verbal reinforcers like "You are doing a great job watching the video!"

The video model does not focus the learner on the target behavior

- The video might be too complex.
- The learner might not have the skills (e.g., imitation, learn by observation) needed to benefit from video modeling.
- The video might not provide enough stimuli to keep the learner focused.

MONITORING PROGRESS CHECKLIST

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Target Skill/Goal/Behavior: _____
Directions: Complete this checklist to determine if the learner is making progress with using Video Modeling.

MONITORING PROGRESS:

- ❑ Is the target skill or behavior well defined?
- ❑ Is the skill or behavior measurable and observable?
- ❑ Has data been collected and analyzed?
- ❑ Is the skill or behavior too difficult for the learner?
- ❑ Was Video Modeling used with fidelity?
- ❑ Are there too many/few reinforcers?
- ❑ Are all team members using Video Modeling in a consistent manner?
- ❑ Is Video Modeling occurring at a sufficient level to maintain the behavior or target skill?

ANECDOTAL NOTES:

STEP-BY-STEP GUIDE

This step-by-step practice guide outlines how to plan for, use, and monitor Video Modeling.

BEFORE YOU BEGIN…

Each of the following points is important to address so that you can be sure Video Modeling is likely to address the target goal/behavior/skill of your learner on the spectrum.

HAVE YOU FOUND OUT MORE INFORMATION ABOUT…?

- ❑ Identifying the interfering behavior…?
- ❑ Collecting baseline data through direct observation…?
- ❑ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered…?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (https://afirm.fpg.unc.edu/selecting-EBP).

For more information about Video Modeling, please visit https://afirm.fpg.unc.edu/ .

Keep in mind that the two **Video Modeling** procedures are:

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

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

STEP 1: PLANNING FOR VM

The planning step details the initial steps and considerations involved to prepare for using Video Modeling with a learner on the spectrum.

1. **Assess learner's current abilities**
   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 video model perform the target skill.
2. **Choose the type of VM to use**
   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.

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 (TA) module.

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 (R) module.

   Use the **Reinforcer Sampling & Checklist** to help you identify reinforcers.

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.

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

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.

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. Remember that if not used with fidelity, the intervention may be less effective, and the student may become confused.

   Complete the **Planning Checklist** before using the procedure.

STEP 2: USING VM

This step details the process of implementing Video Modeling with a learner on the spectrum.

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. **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.

3. **Show the video**
   Many students on the spectrum 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.

4. **Prompt the learner to perform the skill or behavior**
   After the student watches the video, the student demonstrates the behavior or skill.

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.

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.

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 step details how to monitor the use of Video Modeling with a learner on the spectrum and how to determine next steps based on the data.

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

   Use the **Data Collection: Event Sampling** to collect data.

2. Determine next steps based on learner progress

Collecting data will help team members decide about the effectiveness of using Video Modeling and whether the learner on the spectrum is making progress. If a learner is making progress based upon data collected, team members should continue to use the selected strategies.

If team members determine that the learner is not making progress, consider the following:

- Have team members received VM training or is additional training needed?
- Is the target goal/behavior/skill well defined?
- Is the target goal/behavior/skill 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 Video Modeling (frequency, intensity, and/or duration)?
- Is the target goal/behavior/skill being targeted before appropriate routines and activities?
- Is VM appropriate or a 'good fit' for the target behavior?
- Does the learner need additional supports?
- Are the selected reinforcers intrinsically motivating for the learner?
- Was video modeling used with fidelity? (Use the Video Modeling Implementation Checklist to determine fidelity.)

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

Implementation Checklist

BEFORE YOU START, HAVE YOU…?

- ❑ Identifying the target goal/behavior/skill…?
- ❑ Collecting baseline data through direct observation…?
- ❑ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered…?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (https://afirm.fpg.unc.edu/selecting-EBP).

	Observation:	1	2	3	4	5
	Date:					
	Observer's Initials:					
	STEP 1: PLANNING					
1.1	Assess learner's current abilities					
1.2	Determine Video Modeling procedure					
1.3	Simplify the task into smaller tasks, if needed					
1.4	Select reinforcers to pair with the target skill or behavior					
1.5	Choose the video equipment					
1.6	Identify and prepare the model, Arrange the environment for recording the video, Record the video, Edit the video, and Transfer the video to a viewing device					
1.7	Introduce the viewing equipment to the learner, as needed					
1.8	Train team members to implement the VM with fidelity					
	STEP 2: USING					
2.1	Arrange the environment for the video modeling intervention					
2.2	Choose a time to show the video to the learner					
2.3	Show the video (as often as needed)					
2.4	Prompt the learner to perform the skill or behavior					
2.5	Reinforce performance of all or part of the skill or behavior					
2.6	Correct errors (if needed)					
2.7	Fade the video model					
	STEP 3: MONITORING					
3.1	Collect data on target behaviors					
3.2	Determine next steps based on learner progress					

Tip Sheet for Professionals

VIDEO MODELING …

- Is a focused evidence-based practice for children and youth on the spectrum from 0-22 years old that can be implemented in multiple settings.
- Involves the learner on the spectrum viewing the video model of the target behavior before demonstrating the target behavior.

WHY USE WITH LEARNERS ON THE SPECTRUM?

- Learners on the spectrum often struggle with acquiring new target skills or behaviors.
- Video Modeling increases the ability of learners to perform the new skill/behavior and supports the generalization and maintenance of the skill/behavior.
- VM is a popular and effective EBP.

TIPS:

- Before using Video Modeling, make sure the learner can imitate others' behaviors and sustain attention long enough to watch the video model perform the target skill.
- Prepare the model and the learner before using VM.
- Select equipment that is easy to use and available.
- Make certain that others know how to use VM with fidelity to increase generalization.

INSTRUCTIONAL OUTCOMES:

The evidence-base for Video Modeling supports its use to address the following outcomes, according to age range, in the table below:

Age	Academic	Adaptive	Behavior	Cognitive	Communication	Joint Attention	Motor	Play	School Readiness	Social	Vocational
0-2					Yes	Yes		Yes			
3-5	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14	Yes	Yes	Yes		Yes			Yes	Yes	Yes	Yes
15-18	Yes	Yes			Yes			Yes	Yes	Yes	Yes
19-22	Yes	Yes					Yes			Yes	Yes

STEPS FOR IMPLEMENTING:

1. **PLAN**
   - Determine if learner has needed skills
   - Choose the type of VM to use to address the behavior/skill
   - Simplify the task into smaller skills, if needed
   - Select reinforcers to pair with the target skill or behavior
   - Choose the video equipment
   - Create the model and record the video
   - Introduce the viewing equipment to the learner, as needed
   - Train team members to implement the VM with fidelity

2. **USE**
   - Arrange the environment for the video modeling intervention
   - Choose a time to show the video to the learner
   - Show the video (as often as needed)
   - Prompt the learner to perform the skill or behavior
   - Reinforce performance of all or part of the skill or behavior
   - Correct errors (if needed)
   - Fade the video model

3. **MONITOR**
   - Collect and analyze data on target behaviors
   - Determine next steps based on learner progress

Video Modeling
VM

This sheet was designed as a supplemental resource to provide basic information about Video Modeling for professionals working with learners on the spectrum.

For more information about this selected evidence-based practice, please visit https://afirm.fpg.unc.edu/.

PARENT'S GUIDE

WHAT IS VM?

- Video Modeling is a focused evidence-based practice for children and youth on the spectrum from 0-22 years old.
- A model (i.e., peer or adult) is recorded demonstrating a desired behavior which is later viewed by the learner on the spectrum prior to the learner attempting to replicate what was demonstrated by the video model.

WHY USE THIS VM WITH MY CHILD?

- Learners on the spectrum often struggle with acquiring new target skills or behaviors
- Using a video model to view new skills has previously been successful in helping learners on the spectrum acquire or improve a range of skills and has been found to be highly motivating
- Video modeling provides a visual demonstration of an appropriate skill for the learner on the spectrum to replicate and increases the likelihood that they will learn.

WHAT ACTIVITIES CAN I DO AT HOME?

- Make a list of common activities you would like your child to do on a daily basis (such as brushing teeth, putting on shoes, saying "hello"). Choose three activities from the list to begin video modeling for your child.
- When your child performs an activity successfully, be sure to praise your child. It might also be helpful to provide time with a favorite toy or activity when completing an activity.

Video Modeling
VM

This parent introduction to VM was designed as a supplemental resource to help answer questions about Video Modeling.

To find out more about how this VM is being used with your child, please talk with:

_____

For more information about this selected evidence-based practice, please visit https://afirm.fpg.unc.edu/.

Additional Resources

APPS:

Icon	Developer	Name	Available	Pricing
	Model Me Kids, LLC	*Model Me Going Places 2*	iPad	Free
	Model Me Kids, LLC	*Autism Emotion*	iPad	Free

BOOKS:

Buggey, T. (2009). *Seeing is believing: Video self-modeling for people with autism and other developmental disabilities*. Woodbine House.

Dittoe, C., & Bridgman, H. (2017). *Show me!: A teacher's guide to video modeling.* Aapc Publishing.

Lockwood, S. (2018). *Video modeling: Visual-based strategies proven to help people on the autism spectrum.* Future Horizons.

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WEBSITES:

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CEC Standards

INITIAL PRACTICE-BASED STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD (0-5 YEARS; CEC, 2020)

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

6.3 Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

6.6 Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

6.7 Plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

INITIAL PRACTICE-BASED STANDARDS FOR (GRADES K-12; CEC, 2020):

Standard 5: Supporting Learning Using Effective Instruction

5.1 Use findings from multiple assessments, including student self-assessment, which are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

5.2 Use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

5.3 Use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

5.6 Plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

ADVANCED PRACTICE-BASED STANDARDS (CEC, 2012):

Standard 3: Programs, Services, and Outcomes

3.1 Design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2 Use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

GLOSSARY

Basic video modeling - a video model of a model (peer, adult) other than the target learner performing the target behavior

Baseline - information gathered from multiple sources to better understand the target behavior, before using an intervention or practice.

Baseline data - data collected on current performance level prior to implementation of intervention.

Controlling prompt - ensures the learner performs the target skill/behavior correctly.

Cue - signals the learner to perform the skill.

Discrete task - a task that requires a single response and is of a relatively short duration.

Duration data - records how long a learner engages in a particular behavior or skill.

Event sampling - collects frequency data at every instance the behavior occurs.

Frequency data - used to measure how often the learner on the spectrum engages in the target skill or behavior.

Generalization - when the target skill or behavior continues to occur when the intervention ends, in multiple settings, and with multiple individuals (e.g., peers, teachers, parents).

Individualized Intervention - an intervention that is planned and implemented in a way specific to the learner receiving the intervention.

Interfering behavior - is a behavior that interferes with the learner's ability to learn.

Peer - classmate of learner on the spectrum.

Performance criteria - allow team members to monitor progress and adjust strategies as the learner gains mastery of the target skill/behavior.

Point-of-view video modeling - a video model of the learner performing the target behavior from their perspective

Positive reinforcement - refers to the presentation of a reinforcer after a learner uses a target skill/behavior, therefore encouraging him/her to perform that behavior again.

Prompt - any help provided that will assist the learner in using specific skills. Prompts can be verbal, gestural, or physical.

Reinforcement - feedback that increases the use of a strategy or target behavior/skill.

Reinforcer sampling - helps to identify activities and materials that are motivating to learner with autism. Also known as a preference assessment.

Reinforcers - increase the likelihood that the target skill/behavior will be used again in the future.

Response interval - the amount of time the learner has to respond.

Script - Provide prompts for use of a strategy or target behavior/skill.

Target behavior - the behavior or skill that is the focus of the intervention. Behavior may need to be increased or decreased.

Task Analysis (TA) - a process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the skill. Other practices, such as reinforcement, video modeling, or time delay, are often used to facilitate acquisition of the smaller steps.

Team members - includes the parents, other primary caregivers, IEP/IFSP team members, teachers, therapists, early intervention providers, and other professionals involved in providing services for the learner on the spectrum.

Video model - the created video that the learner views to learn a target behavior

Video Modeling (VM) - A video-recorded demonstration of the targeted behavior or skill shown to the learner to assist learning in or engaging in a desired behavior or skill.

Video prompting - a video model used to teach the sequence of steps of a target behavior, pausing the video model at each step to allow the learner to perform the specific step

Video self-modeling - a video model of the target learner performing the target behavior

Visual Supports (VS) - a visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts.

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