Intervention Name: Video Modeling and Video Self-Modeling for Students with Autism Spectrum Disorders

Function of Intervention:
This intervention has the potential to be effective with children who need help acquiring appropriate social behavior skill. The purpose of video modeling and video self-modeling interventions for students with Autism Spectrum disorders is to address skill deficits across multiple areas including social functioning and activities for daily living. The use of modeling is supported by Albert Bandura's Social Learning Theory (1971) which states modeling is an effective approach to promoting skill acquisition, fluency, and generalization, provided that the observer is capable of remembering and completing the skill, they receive reinforcement, they posses motivation to master the skill, and they fully attend to the modeling presentation. Bellini and Akullian (2007) evaluated 23 studies applying video modeling or video self-modeling as a skills training intervention for students with Autism Spectrum disorders and found that both approaches had a positive impact on skills associated with communication, social interaction, daily functioning, and classroom behavior.

Brief Description:
Video modeling involves the use of a video taped recording in which an individual is presented as correctly performing a given task. Students are able to learn the task by viewing a correctly executed example. In the case of video self-modeling, the visual example of the task is created by the student. Theoretically, the self-modeling may improve the impact of the intervention by enhancing student attention and self-efficacy through the experience of viewing themselves successfully performing the target skill, however, **research indicates that student outcomes associated video monitoring compared to video self-monitoring are not significantly different (Bellini & Akullian, 2007) and either approach is acceptable.**

Procedures:

A. Video Modeling
   1. Select a skill that can be well demonstrated in video format.
   2. Video record a person correctly demonstrating the skill.
   3. Play the video recording of the skill in conjunction with relevant instruction on how to perform the skill.
   4. Replay the video for the student as needed while the they practice performing the skill.

B. Video Self-Modeling

   Follow the same procedures as video modeling, but have the target student correctly perform the skill for the modeling video. In order to use self-modeling, the student must at least sometimes be able to successfully perform the skill. As a result, this approach may be more appropriate for circumstances where the student has acquired the core skill, but is still developing fluency.

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Critical components that must be implemented for intervention to be successful:

- Ensure that the skill being taught is developmentally appropriate for the target student.
- Provide positive reinforcement when the student correctly displays the target behavior.
- When creating skill demonstration videos, if the student is not providing the example, try to recruit models that are similar in age to the student, and can present the target skill in manner that will sustain the student's attention.

References:

Bandura, A. (1977). *Social learning theory*. Oxford England: Prentice-Hall.

Bellini, S., & Akullian, J. (2007). A Meta-Analysis of Video Modeling and Video Self-Modeling Interventions for Children and Adolescents With Autism Spectrum Disorders. *Exceptional Children, 73*(3), 264-287.

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