

# Video Modeling

Efficacy Rating  
Level #2

Supports a child's ability to watch the behavior of another and apply what they see in their own interactions, language play and self-care routines

## **What is it?**

A visual modeling strategy used with children with ASD to help them understand the roles and responsibilities people take on in particular situations, providing the children with opportunities to exhibit perspective taking. Video modeling allows children to take what they have learned in a video modeling sessions and generalize that information into all aspects of their daily life.

## **What are the components?**

- Select and define a target behavior
- Consider a motivating theme
- Complete a task analysis of the behavior, creating a script for the video
- Strategically locate the camera so facial expressions and focus behaviors are captured
- Debrief with the child, reviewing what is seen & heard, identifying new language and attending to prosodic cues & emotional expressions

## **What are the goals?**

Can be used to develop communication goals including greeting, naming or labeling, responding to questions, asking questions, participating in a back and forth conversational exchange around a specified topic, etc. It can also be used to teach independent and cooperative play as well as support the development of self-care skills like dressing, grooming and toileting.

## **Efficacy Considerations**

Effectiveness has been reported for supporting language use including question asking and conversational maintenance (Charlop & Milstein, 1989; Sherer et al., 2001), spontaneous conversation and play (Charlop-Christy et al., 2000), perspective taking (Charlop-Christy & Daneshvar, 2003; LeBlanc et al., 2003), and daily-living skills (ShipleBenamou et al., 2002).

## Video Modeling Resources and Information

### **Reference:**

Charlop-Christy, M. H., & Kelso, S. E. (1997). *How to treat the child with autism*. Claremont, CA: Author.

### **Websites:**

VIDEO MODELING: A Visual Teaching Method for Children with Autism (2nd Edition) By Liisa Neumann  
<http://web.archive.org/web/20040214134759/ideasaboutautism.com/video.html>

Special Kids: Video Modeling Research  
<http://www.special-kids.com/videolearning.cfm>

### **Articles:**

Ayres, K. M., & Langone, J. (2005). Intervention and instruction with video for students with autism: A review of the literature. *Education & Training in Developmental disabilities*, 40 (2), 183-196.

Charlop-Christy, M. H. & Daneshvar, S. (2003). Using Video Modeling to Teach Perspective Taking to Children with Autism. *Journal of Positive Behavior Interventions*, 5 (1), 12.

Charlop-Christy, M. H., Le, L., & Freeman, K. A. (2000). A comparison of video modeling with in vivo modeling for teaching children with autism. *Journal of Autism and Developmental Disorders*, 30 (6), 537-552.

Charlop, M. H., & Milstein, J. P. (1989). Teaching autistic children conversational speech using video modeling. *Journal of Applied Behavioral Analysis*, 22, 275-285.

Gena, A., Couloura, S., & Kymissis, E. (2005). Modifying affective behavior in preschoolers with autism using in-vivo or video modeling and reinforcement contingencies. *Journal of Autism & Developmental Disorders*, 35 (5), 545-556.

LeBlanc, L. A., Coates, A. M., Daneshvar, S., Charlop-Christy, M. H., Morris, C., & Lancaster, B. M. (2003). Using video modeling and reinforcement to teach perspective-taking skills to children with autism. *Journal of Applied Behavior Analysis*, 36, 253-257.

Sherer, M., Pierce, K. L., Paredes, S. et al. (2001). Enhancing conversation skills in children with autism via video technology: Which is better, "self" or "other" as a model? *Behavior Modification*, 25 (1), 140-158.

Shiple-Benamou R., Lutzker, J. R., & Taubman, M. (2002). Teaching daily living skills to children with autism through instructional video modeling. *Journal of Positive Behavior Interventions*, 4 (3), 166-177.

### **Books:**

Neumann, L. *Video modeling: A visual teaching method for children with autism* (2<sup>nd</sup> edition).

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