

# Autism Newsletter

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*Photos from Google images*

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## Autism and Technology

Technology is changing the lives of individuals with autism in ways we never imagined. The flexibility and portability of modern devices make it so much easier for them to learn and develop new skills.

This month's issue features Video Modeling. You will find this evidence-based practice an easy and fun way to improve academic performance, enhance communication, improve social skills and promote independence.

# Video Modeling

*The World is Changing:  
Video and technologies are  
being used more and more  
within teaching practices for  
all students*

## Message from the Editor



While reviewing the literature on video modeling for this month's newsletter, I came across a study that enumerated various theories on why video modeling is considered an effective intervention for individuals with autism.

One of the most interesting theories I have read is that video modeling helps reduce anxiety related to social interactions, thereby enabling an individual to attend more closely to relevant stimuli or cues (Bellini & Akullian, 2007).

In the past issues of our newsletters, we have established that many of our students have strong visual skills. We also know that the majority of them thrive in routines and repetition.

Our students' inherent social skills deficit, strength in visual skills and their preference for repetition are the key reasons why video modeling may be effective. We can replay the videos as many times as we need to without additional cost, making this intervention not only effective but also practical.

So, let's get our smart phones and cameras ready and start creating videos to help our students develop new skills!

Awit A. Dalusong, Ph.D., BCBA-D

## Frequently Asked Questions

### How long should the videos be in order to be effective?

The optimal length of the video model is 3-5 minutes, but studies have shown intervention effects with videos ranging from 35 seconds to 5 minutes.

### How frequently do I show videos?

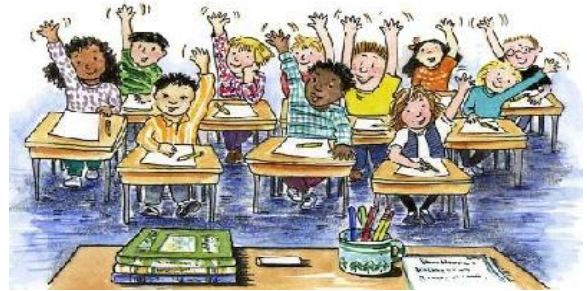
Teachers and parents can display the same video multiple times, on a week-to-week basis. However, once you begin to observe the student improving on the social skill, teachers and parents can gradually decrease exposure to the video.

### How do I arrange the classroom/home environment prior to filming?

It is important to take away all distractions within the classroom/home environment prior to filming. The area to be filmed should be free from unnecessary materials such as pictures, posters, toys, etc. If a student is too focused on these things within the classroom or home environment, they may fixate on these objects and ignore the skill being modeled.

# Possible Social Skills to Improve via Video Modeling

- Saying please and thank you
- Dealing better with anger and frustration
- Asking questions appropriately
- Accepting the consequences administered by the teacher
- Accepting responsibility for one's own (mis)behavior
- Dealing with losing, frustration, making mistakes, and/or insults in an appropriate manner (without yelling or physical aggression)
- Initiating a conversation with others



- Accepting "No" for an answer
- Joining a group activity already in progress
- Following directions
- Making friends
- Complimenting others
- Understanding the feelings of others (and accepting them as valid/okay)
- Compromising on issues
- Cooperating with peers
- Coping with taunts and

verbal/physical threats or aggression from others

- Seeking attention in an appropriate manner
- Waiting one's turn
- Asking permission
- Avoiding fighting with others
- Interrupting others appropriately
- Showing sportsmanship



## Effective Models for Video Modeling:

- Individuals close to the student/observer's age
- Individuals who have similar characteristics (gender, personality, race, etc.)
- Individuals who are functioning slightly above the student/observer
- Models can be peers, siblings, adults, or the individual

# Evidence Based Practice Focus:

## Video Modeling



Video Modeling (VM) is a mode of teaching that uses video recording and display equipment to provide a visual mode of the targeted behavior or skill.

### Types of video modeling:

- **Basic video modeling** involves recording someone other than the learner engaging in the target behavior or skill (i.e., models). The learner then views the video at a later time.
- **Video self-modeling** is used to record the learner displaying the target skill or behavior and is reviewed later.
- **Point-of-view video modeling** is when the target behavior or skill is recorded from the perspective of the learner.
- **Video prompting** involves breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps. Video prompting may be done with either the learner or someone else acting as a model.



So, you've tried video modeling but your student is not making any progress. Here are some questions you need to ask yourself to help troubleshoot why VM is not working:

- Is the learner watching the video enough times per week?
- Is the learner watching the video, but not attending to the most relevant parts?
- Is the learner getting enough prompting from adults and/or peers to use the target behavior?
- Is the learner receiving the appropriate amount and type of reinforcement for performing, or attempting to perform, the target behavior(s)?
- Is the video too complex?

There are **3** basic steps for implementing video modeling for students with autism:

1. *Identifying the skills to be targeted*
2. *Producing the videos*
3. *Implementing the intervention.*