Module: Video Modeling

Overview of Video Modeling


Video modeling is a mode of teaching that uses video recording and display equipment to provide a visual model of the targeted behavior or skill. Types of video modeling include basic video modeling, video self-modeling, point-of-view video modeling, and video prompting. Basic video modeling involves recording someone besides the learner engaging in the target behavior or skill (i.e., models). The video is then viewed by the learner 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.

Evidence

Video modeling meets evidence-based practice (EBP) criteria with eight single-subject studies.

With what ages is video modeling effective?

The evidence-based research suggests that video modeling can be effectively implemented with learners from early childhood through middle school. This practice may prove useful with high school age learners as well, though no studies were identified to support its use at this age level.

What skills or intervention goals can be addressed by video modeling?

In the evidence-based studies, the domains of communication, social, academic/cognition, and play were represented. It may be useful in the behavior domain as well; however, no studies were identified to support the use of video modeling in this domain.

In what settings can video modeling be effectively used?

In the studies that serve as the foundation for the evidence base, video modeling was implemented in home and school settings. This practice, however, may be useful anywhere there is learner access to viewing equipment.
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**Evidence Base**

The studies cited in this section provide the basis upon which this practice was determined to meet the NPDC of ASD’s criteria as an evidence-based practice. This list is not exhaustive; other quality studies may exist but were not included.

**Preschool**


**Elementary and Middle School**


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**Selected Additional References**

