

Video Modeling: A Short Introduction

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Video Modeling

- “...involves watching a video demonstration and then imitating the behavior of the model.”
(Bellini, 2006)
- May involve the child watching video recordings of the social experiences of the child, peers, or adults used as a model (Bellini, 2006; Attwood, 2007)
- May also involve software and DVD’s depicting social interactions



Benefits of Video Modeling

(Bellini, 2006)

- Incorporates visual learning
- Increases attention
- Decreases anxiety
- Increases motivation
- Increases self-awareness
- Limits the amount of stimuli that the individual needs to focus on , allowing focus on salient/meaningful information
- May be combined with other strategies (coaching, social problem solving, self-monitoring, perspective taking, etc...)
- Effective for addressing social-communication skills, behavioral functioning, and functional skills.
- Promotes skills acquisition, with skills acquiring maintaining across time and across environments.
- A brief intervention

Video Modeling vs. Video Self-Modeling

(Bellini, 2006; Buggey, 2010)

- Video Modeling
 - Use of peer or adult as model
 - Used more when want to view other character's social interactions
- Video Self-Modeling
 - Use of self as model
 - Two types
 - Positive Self-Review—view self successfully engaging in behavior
 - Video Feedforward—view self engaging in steps of task that are put together to form a whole sequence

Definitions

(Buggey, 2010)

- Definitions for videos reviewing –self performing activity:
 - Self-observation—viewing oneself performing at present levels (“The research support for Self-Observation is fairly strong, but there is evidence that viewing one’s negative behavior can actually increase negative behaviors.
 - Self-modeling: allowing people to view themselves performing a skill or task that is slightly beyond their present ability (always positive—any negative behavior is removed)

How to Capture Footage for Feedforward Videos (Buggy, 2010)

- Imitation
- Role-play
- Capture rare behaviors



Software and DVD's for Social Interactions Skills and Emotional Recognition

- Social Skill Builder www.socialskillbuilder.com
- Fitting In and Having Fun Social Skills Training Video www.autismshop.com
- Television Shows
 - Mork and Mindy
 - Third Rock from the Sun
 - Mr. Bean

Questions We May Ask When Reviewing a Video Model of Others

- Who was involved?
 - Elicit relational language
 - What happened in the video?
 - Did anyone do well following any social rules?
 - How do we know?
 - Were any social rules violated?
 - How do we know?
 - Were the violations repaired in any fashion?
 - By whom?
 - What was the reaction of the participants?
- ***adjust questions to level of child/individual

Questions We May Ask When Reviewing a Video Model of Others (cont.)

- How would we 'rate' the level of arousal of different people in the video?
 - Incredible 5-Point Scale (Dunn Buron & Curtis, 2004)
 - Emotion Thermometers (Cardon, 2004)
 - Zones of Regulation (Kuypers)
- How could we tell how people 'felt' in the video?
- How would we do things if we were involved in the situation?
 - How might we do things differently?

Considerations When Using Video Modeling to Assist with Working on Emotion Recognition

- Video Modeling
 - Determine valence, intensity, and specific cues that signal emotions of those involved
 - May start with broader, more general interpretations (i.e., valence of individuals—positive or negative)
 - Incorporate use of Incredible 5-Point Scale (Dunn Buron & Curtis, 2004) or Zones of Regulation (Kuypers) to make more refined interpretations (i.e., What Zone is the individual in?; How do we know this?).
 - Further refine emotion recognition/interpretation by highlighting specific cues (i.e., what in the face, voice, movement, context of the situation, etc... gives cues as to the emotions of the individuals involved).
 - Determine our own emotional reactions to the video situation

Resources on Video Modeling

- Bellini, S. Building Social Relationships: A Systematic Approach to Teaching Social Communication to Children and Adolescents with Autism Spectrum Disorders and Other Social Difficulties
- Buggey, T. Seeing is Believing: Video Self-Modeling for People with Autism and Other Developmental Disabilities
- Harpur, J., Lawlor, M., & Fitzgerald, M. Succeeding with Interventions for Asperger Syndrome Adolescents: A Guide to Communication and Socialization in Interaction Therapy