

Video Self Modelling

Video self-modelling is a way to teach new skills or behaviour to children with autism spectrum disorder (ASD). The video shows someone doing a skill or behaviour. The child watching the video copies the skill or behaviour. Several teachers have successfully used video-modelling and video-self-modelling especially with students with autism, to teach skills, to address movement disorder issues, and to enhance social and communication skills.

There are four types of video-modelling:

- Basic video-modelling: this uses other adults, peers or animation as models.
- Video self-modelling: this uses the child with ASD as the model.
- Point of view video-modelling: this shows what completing the task would look like from the child's point of view. For example, the video shows a pair of hands doing a task.
- Video-prompting: this breaks up a task like brushing teeth into steps that the child watches as he completes the task.

Who is video-modelling for?

Video self-modelling is referenced in the literature with reports of it having been used successfully with children and teenagers with autism spectrum disorder (ASD) but also with other students with disabilities.

What is video self-modelling used for?

Video self-modelling is used to help children with autism spectrum disorder (ASD) learn new skills like social, communication, play and daily living skills. It's also used to help children change their behaviour. For example, it can be used to reduce problem behaviour like aggression and tantrums.

Where does video-modelling come from?

Video-modelling was first used for a child with autism spectrum disorder (ASD) in 1982 by researchers Monika Steinborn and Terry J. Knapp. They used videos of local streets to teach the child pedestrian skills. Since then, various professionals have used video-modelling to teach a range of skills and behaviour to people with ASD.

What is the idea behind video-modelling?

Video self-modelling is based on Albert Bandura's social learning theory (1977). According to this theory, people learn from each other by watching and copying. For children with autism spectrum disorder (ASD), video-modelling seems to be more motivating and less threatening than face-to-face modelling. It also lets children with ASD focus on one aspect of a skill or behaviour at a time. They can watch the video as many times as they need to learn the skill.

What does video-modelling involve?

You can make videos yourself, professionals working with your child can make the videos, or you can get ready-made videos. Each video models one or more behaviours or skills – for example, turn-taking, saying hello or brushing teeth. The child watches the video then copies the behaviour. The aim is for the child to build up to doing the skill or behaviour in other settings without needing to watch the video first.

<https://raisingchildren.net.au/autism/therapies-guide/video-modelling>