

Video Self Modeling (VSM): Application of a Behavior Intervention

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ABSTRACT

Video Self Modeling (VSM) is a socio-behavioral intervention founded on Bandura's Social Learning Theory where children can view themselves being successful at a task. VSM is a powerful learning modality to evoke positive behavior change. By scaffolding supports such as role playing or direct instruction, and then editing out those supports, VSM allows individuals to view themselves being successful at a previously challenging task. Studies reveal how VSM has been receptive to children with intellectual and social deficits, and a variety of disability areas such as attention problems, learning challenges, and motor difficulties. Children seeing themselves being successful through VSM creates improved self-efficacy, higher confidence, and supports generalization across settings (Buggey, 2009). This poster will discuss the purpose of this multi-use intervention and how it has been applied through current research across disability areas. VSM can also be applied in the home or school setting.

APPLICATION OF VSM IN RESEARCH

VSM is an efficacious intervention that has demonstrated positive outcomes in the following areas:

- **Mathematics** (Schunk & Hanson, 1989)
- **Stuttering** (Bray & Kehle, 1996)
- **Social Engagement** (Bellini, Akullian, & Hopf, 2007; Buggey, Toombs, Gerdener, & Cervetti, 1999; Hepting & Goldstein, 1992; Pigott & Gonzales, 1987)
- **Motor Skills** (Dowrick, 1983; Dowrick & Dove, 1980)
- **Selective Mutism** (Kehle, Madaus, Baratta, & Bray, 1998)
- **Attention Difficulties** (Davis, 2004; Hartley, Bray, & Kehle, 1998)



VSM AT SCHOOL

- Goal: Strengthening classroom behavior in an inclusive environment for children with intellectual and social deficits. Reducing self-stimulated behaviors and disruptive behavior that can hinder learning and adaptive functioning (Chafoules, Kehle, & Bray, 2012).
- Increasing or establishing positive behaviors in a classroom involve:
 - Participation
 - Staying on-task
 - Complying to teacher's requests
 - Making peer relations within certain boundaries
- Teachers share the same roles as parents. They work together with the interventionist on identifying specific target behaviors, observing occurrences of the behavior, implementing and reinforcing adaptive behaviors.
- Teachers work with the child individually within the classroom setting and prompt the desired behavior to the child.
 - If the child produces the desired behavior, an incentive is provided as a reinforcer for the child such as sticker charts or token economy systems
- Provide social prompts or reinforcements to support the individual in producing the behavior.
 - Verbal & Non-Verbal cues
 - Physical modeling of the behavior (imitation)
 - Praise & Encouragement

VSM AT HOME

- There are unique factors to consider doing a VSM at home. Family dynamics and pre-established routines at home influences the progression of a specific behavior being implemented or reinforced for a child
- There are certain requirements to fulfill when implementing VSM that can impact family dynamics. Requirements that are necessary to be maintained include time management, parent involvement, communication between parent and interventionist, written observations, consideration of stressors, and patience
- A skill that is being introduced, modified, or reinforced for a child takes time within the specific environment. Having a set schedule of monitoring and prompting the behavior is recommended to collect the number of occurrences of the behavior
- Responsibility lies on parents to create a support system when producing behavioral change. They can decide to be the interventionist or bring in an interventionist
- Parents have various pivotal roles to guide their child in performing a behavior
- Recording of positive behaviors is only desired for the video without exhibiting negative behaviors and punishments



VSM RESEARCH AT TWU

We have conducted pilot case studies with local families, schools and teachers throughout the past 7 years across certain behaviors and skills.

- Increasing social skills for students with autism
- Training job interviewing skills for high schoolers transitioning into jobs
- Training special education teachers in several districts to implement VSM in their classrooms
- Targeting physical aggression through VSM interventions
- Decreasing food selectivity with ASD
- Integrating Music Therapy for preschoolers with disabilities
- Reinforcing positive behaviors with for a child with Down Syndrome.
- Constructing parent and teacher training modules to provide at home or at school VSM