

Using Video Modeling in Social Skills Instruction



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What are “social skills”?



- We all use a variety of social skills any time we interact. By 'social skills' we generally mean any of the following:
- **conversational skills** (greetings, joining a conversation, verbal turn-taking, listening skills, talking about a particular topic, awareness of personal space, ending a conversation)
- **play skills** (observational skills, joining play, turn-taking, sharing, compromising, conflict resolution, coping with 'no', coping with losing, reciprocal play, ending play)
- **understanding emotions** (reading facial expressions, reading body language, voice quality - intonation, pitch, speed, awareness of own body language, having a large emotional vocabulary not just happy/sad, anger management and self-regulation skills)
- **dealing with conflict** (as above - anger management and self-regulation skills, theory of mind see section on pg. 7, communication skills such as the ability to ask for help, ability to walk away from a stressful situation, being assertive but not aggressive, dealing with bullying)
- **friendship skills** (many of the above but also things like knowing what a friend is, and being able to choose appropriate friends, recognize true friends from false friends, develop the ability to share a friend, deal with peer pressure).
- **following routines** (home and school routines for self-care, following directions, attending and participating in activities)

Prompting and Teaching Social Skills



- Prompts:
 - Preferred Materials
 - Verbal instructions
 - Modeling (showing the skill)
 - Visuals
 - ✦ Objects
 - ✦ Photos
 - ✦ Drawings
 - ✦ Videos of skills
 - ✦ Videos of self
 - ✦ Students with ASD, communication difficulties, cognitive impairments learn best through use of visually presented prompts and lessons.

Social skills and real life



Social Skills are Embedded in Life and Enable Children to Participate and Interact

- **Real-life situations have multiple social skills occurring at once and not in isolation.**
- **Social skills are pervasive in our lives and are used in every situation, skill, and activity.**
- **In order for social training to be effective and functional it must generalize to multiple settings.**
- **Effective social lessons teach and provide practice in correct skills, and minimize opportunities to repeat incorrect behaviors.**

Video Modeling



Video Modeling is an evidence-based and effective intervention to teach social skills.

Video modeling can and should be based on play scenarios.

Video modeling enables teaching social skills within the context of a “real” setting and within the teaching of another skill.

Video Modeling is used to model multiple social skills at once, as they are in real life.

Video modeling social skills models the correct skill or behavior.

Video modeling (cont)



- **Combining video modeling with other teaching methods is the most effective intervention for social skills.**

By including other sensory stimulation in a learning situation, you create the most dynamic teaching opportunity.

The complexity of social interaction skills necessitates the use of multiple intervention strategies. Video modeling allows you to combine a broad range of strategies.

Video modeling (cont)



- **Video modeling teaches multiple skills simultaneously.**

Modeling a behavior or skill is done within the context of a real situation. Not only does this method of teaching address multiple skills at once, but it is very motivating to the child.

Teaching does not have to be difficult, but it needs to be comprehensive. If you are teaching skills, it will be best understood if you show the skill, demonstrate the skill, talk about the skill and perform the skill.

Steps for Teaching with Video Modeling



- **1. Assess and Prepare Lesson**
- Assess whether the child is ABLE to attend to video. If the child is not ready to attend to video, further direct teaching is required.
- Utilize visuals to teach vocabulary.
- Confirm that there are no interfering behaviors that may inhibit learning.
- Decide what skill is to be taught

Steps for Teaching with Video (cont)



- **2. Teaching the Lesson**

- Show the video with no instruction and minimal redirection.
- Show the video and imitate for and with children
- Repeat until imitation is achieved

- **3. Generalize Skills from Video**

- Practice the activity without the video (continue visual photos supports if needed)
- Practice skills in multiple locations.
- Introduce other skills that were in the same video

Steps for Teaching with Video (cont)



- **4. Combine One-on-One and Group Instruction**
- Identify specific parts of the video that are appropriate for a child. Show the video and guide the child through imitation.
- Use additional teaching tools
- Repeated viewing is important for some children.
- Provide additional social practice by showing the video to a group and guide the group through imitating and practicing.

Tips for Teaching



- Stop and repeat short segments of a video to isolate one specific skill if a child is having difficulty attending or imitating
- Allow a child to watch the video without teacher intervention if appropriate. Some children might want to watch a video several times.
- Have similar props, toys, and activities as those shown in the video.
- Reinforce successful attempts at a skill. Completion of a skill might not be possible, so it is important to reinforce the attempt.

Appropriate Prompting



- Prompting is a method to encourage or “clue” a child to complete a skill.
- Keep prompting to a minimum. The video will be more effective if children are not distracted by invasive prompting.
- Use non-verbal prompting when possible (gesture, photo, tap on the shoulder to remind).
- Excessive verbal prompting is distracting, difficult to fade, and can interrupt a child’s processing of the task.
- Show short clips of the video again if needed to teach imitation of a skill.

Video Self-Modeling



- Allows children to view positive examples of their behavior or demonstrate skills slightly beyond their current abilities.
- “The barriers and defenses that are present when a child with autism is confronted with direct adult modeling or peer modeling are not seen when the interaction involves a video monitor”
- Two factors for success – self-recognition and attention span

Video self-monitoring steps



1. Self-recognition – Note how the child responds to his reflected image.
2. Film the child performing the skill with appropriate adult prompts.
3. Delete the adult prompts by editing to show the child performing the skill.
4. Film the child with peers who have been taught to interact with him.
5. Do not try to teach new behaviors with video self-monitoring. Film scenes that are developmentally appropriate and that represent realistic skills for the student, skills that are emerging.
6. Do not talk too much (even with comments such as “good job”) Let the video do the teaching.
7. Let the child watch the video several times a day in a setting without distractions. First thing in the morning is a good time so that the skills are embedded in memory.

Using a Video Modeling Program



- Examples of packaged video-modeling programs that are research-based:
 - Watch Me Learn – social and friendship skills, routines
 - Model Me Kids – social and friendship skills, routines
 - Teach2Talk – language for routines and activities
 - Social Skill Builder – play skills, social problem solving

Examples of video self-modeling program software:

- Sandbox Learning – customizable story app
- Tiny Tap app for tablets and phones – interactive presentations
- Video camera and editing software

Social Skills, Video Modeling

Points for Discussion



- What skills do you see as most needed in classrooms?
- What skills seem better taught by visuals or video modeling?
- What are some obstacles you might encounter and how can you work through them in order to use video modeling?
- Describe the difference in “managing behavior” and “teaching social skills”.