

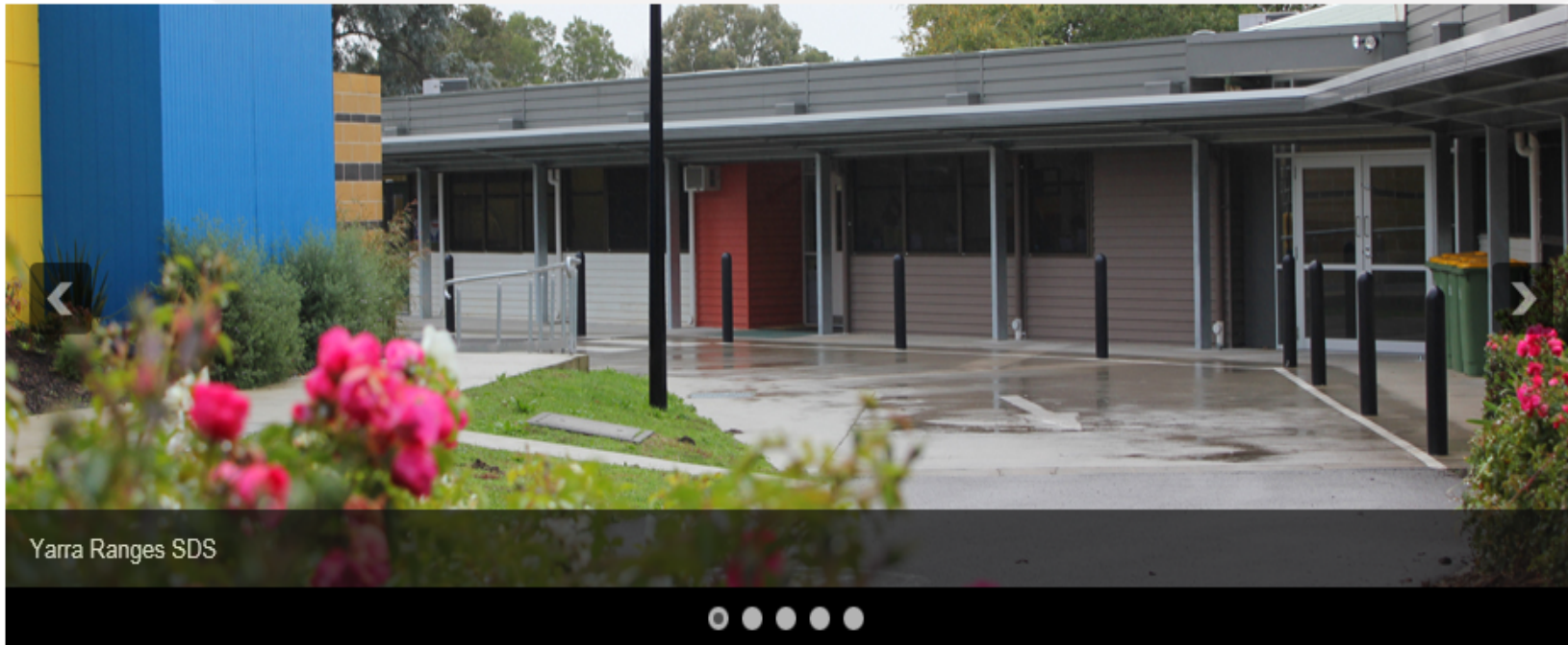
Anthea Naylor 2017

# Video Self Modelling Application in Inclusive and Special Education Classrooms

# Yarra Ranges Special Developmental School



*Celebrating Ability*

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Yarra Ranges SDS

## Home

Welcome to our school. Yarra Ranges Special Developmental School, as a state government school, provides innovative and evidence based educational programs for children aged 2 years and 8 months to

[SCHOOL CALENDAR](#)

# Yarra Ranges Special Development School

- Located in Outer East of Melbourne
- 135 students aged 3-18 years
- Students with mild-moderate Intellectual Disability, with a high percentage of autism.
- PBiS with values of Safe, Responsible and Respectful.
- Home of meTV

Dr. Peter Dowrick



Dr. Tom Buggiey



Shirley

## Video Modelling 101

**Video Self Modelling** shows the subject themselves performing a skill that is just out of reach but which is potentially reachable.

**Video Peer Modelling** is the use of a short video clip where the desired behaviour is shown by peers positively framed, which in turn instigates a change in the viewer's behaviour

April

Walking together

# History of VSM

- 1977 Bo Bo doll Banduras – Social learning Theory - Observational learning.
- 1975 Peter Dowrick- Shirley
- Dr. Tom Buggey / Dr.Peter Dowrick - leading research USA
- 2007- Bellini's meta analysis put VSM as an evidence based practice.
- Recent- technology shift.

Is it effective?

It has been shown to be  
up to 5 times more  
effective than live  
modelling

Bellini, University of Indianapolis

GENERALISED

Charlop-Christy, M. H., Le, L., & Freeman, K. A. (2000). A comparison of video modeling with in vivo modeling for teaching children with autism. *Journal of autism and developmental disorders*, 30(6), 537-552. Bellini, S., & Akullian, J. (2007).

**Table II.** Number of Modeling Presentations Needed to Reach Criterion for Each Condition and the Occurrence of Generalization

		In vivo modeling		Video modeling	
		No. of presentations	Generalization	No. of presentations	Generalization
Erin	Happy/Sad	6	No	Tired/Afraid	4 Yes
Jerry	Coloring	11	No	Car-wash game	2 Yes
Jeff	"Good-bye. See you later."	2	No	"Hello. How are you?"	2 Yes
	When/Why Questions	2	No	What/Where Questions	2 Yes
Greg	Scripted conversation 1	7	No	Scripted conversation 2	3 Yes
	Card game "10"	7	No	Card game "War"	3 Yes
Tony	Washing face	7	No	Brushing teeth	3 Yes
	"Red Rover" game	8	No	"Number Tag" game	4 Yes

ENGAGING

Many of our students are

# VISUAL LEARNERS

Estimated 93% of  
communication is non-  
verbal

Mehrabian, A 1972 'Silent Messages (1st ed.)', Wadsworth, *Cengage Learning*, Belmont, 1972

# CONSISTENT

Always the same positively  
framed modelling

# SHOWS ONLY DESIRED BEHAVIOUR

Everything that is not  
needed is edited out

Josh

Jai

# EFFICIENT

- Highlight's salient features of desired behaviour
  - Filter's out extraneous information that may interfere with learning-
- Peter Dowrick 2013

2 minute video  
shown 6 times

= 12 minutes of  
intervention time

VSM is a successful  
intervention in greater  
than 80% of cases

12 minutes of  
intervention can  
produce a desired result  
in greater than 80% of  
viewers

# CHEAP!

Who has a video camera  
and editing suite in their  
pocket?

The first view usually has  
a 60-80% success rate in  
the desired behaviour

# Sunshine

# Jack 'I want Drink' VSM



Jack

Billy- personal space

# Possible uses of VSM

- Training a new skill
- Re-inforcing a pre-learnt skill
- Performance deficit
- Primer- preparing for a class/event/change
- Social skills/ Play skills/ Academic skills
- Daily living skills
- Physical skills- walking, switching

# Possible uses of VSM

- Teach expected behaviours
- Transitions- eg getting off the bus, arriving
- Daily routines
- Personal hygiene and self care reminders eg- wear deodorant, clean socks, brush teeth
- Travel skills/ preparation
- Communication skills- PECS study

# School TV

Shane Spence



DELIVERED THROUGH...



## More info...

- [www.antheanaylor.com](http://www.antheanaylor.com)
- [www.theschoolshow.org](http://www.theschoolshow.org)
- [www.metveducation.com](http://www.metveducation.com)

# References

- Bellini, S., & Akullian, J. (2007). A meta-analysis of video modeling and video self-modeling interventions for children and adolescents with autism spectrum disorders. *Exceptional children*, 73(3),
- Charlop-Christy, M. H., Le, L., & Freeman, K. A. (2000). A comparison of video modeling with in vivo modeling for teaching children with autism. *Journal of autism and developmental disorders*, 30(6), 537-552. Bellini, S., & Akullian, J. (2007).
- Dowrick, P. W. (2012). Self modeling: Expanding the theories of learning. *Psychology in the Schools*, 49(1), 30-41.
- Smith, J., Hand, L., & Dowrick, P. W. (2014). Video feedforward for rapid learning of a picture-based communication system. *Journal of autism and developmental disorders*, 44(4), 926-936.

[www.antheanaylor.com](http://www.antheanaylor.com)

- VSM website
- Research articles
- Samples of VSM & VPM
- Trainings in VSM

Questions