



# Modeling

## DEFINITION

Modeling is a process in which a skill is demonstrated for a viewer followed by the viewer performing the skill.

## TYPES OF MODELING

- Direct modeling- An individual or group of individuals demonstrate the skill in front of the viewer(s).
- Video modeling- An individual or group of individuals are videotaped demonstrating the skill. The video is then shown to the viewer(s)
- Video self-modeling (VSM)- The viewer is videotaped demonstrating the skill at mastery level (errors and prompting edited out). The video is then shown to the viewer.
- Point-of-view modeling (POVM)- The video model is recorded from the point-of-view of the individual viewing the tape. [Little research has been done on this particular form of modeling]



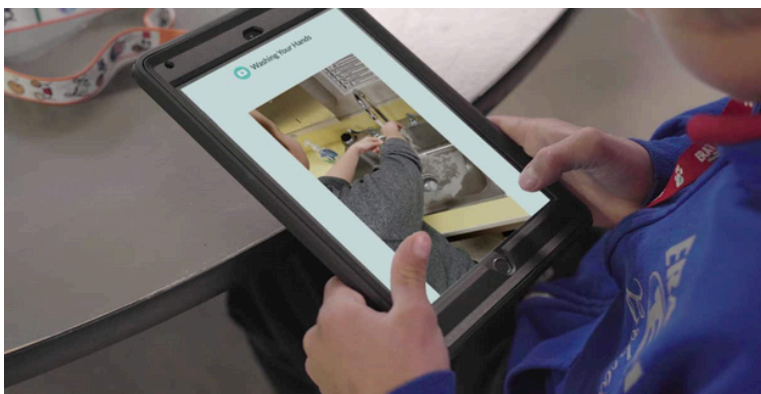
## WHAT CAN WE MODEL?

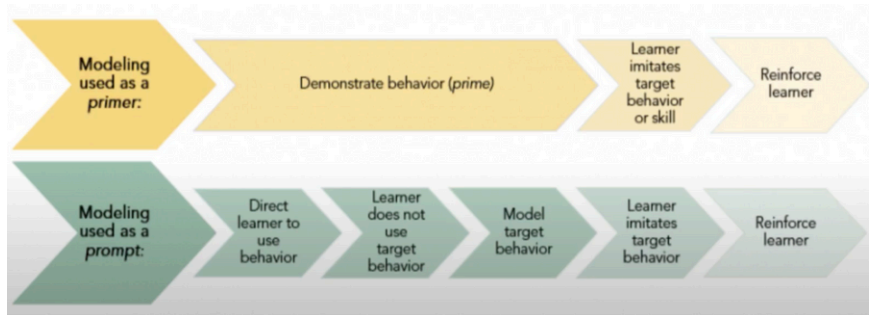
- Hygiene Tasks
- Math problems
- Social Skills
- Appropriate behaviors (raising hand, standing in line, etc.)
- Play Skills

## BEFORE YOU BEGIN

Before you begin using modeling as a method of instruction, you learner must be able to...

- Imitate others' behaviors
- Perform some of the component skill that make up the target skills
- Sustain attention long enough to watch the model perform the skill.





## MODELING WITH PROMPTING

Modeling is most effective when paired with prompting and reinforcement.

Example #1: Jonny is completing a math problem but get's stumped on the 3rd step (borrowing). Ms. Foster verbally tells Jonny what to do but he still is not able to complete the problem. Next, Ms. Foster points to the area of the problem Jonny needs to do to complete it. Jonny still is unable to solve the problem. Last, Ms. Foster demonstrates the step Jonny needs to do and Jonny imitates her and completes the problem correctly. Ms. Foster provides positive praise and a good grade!

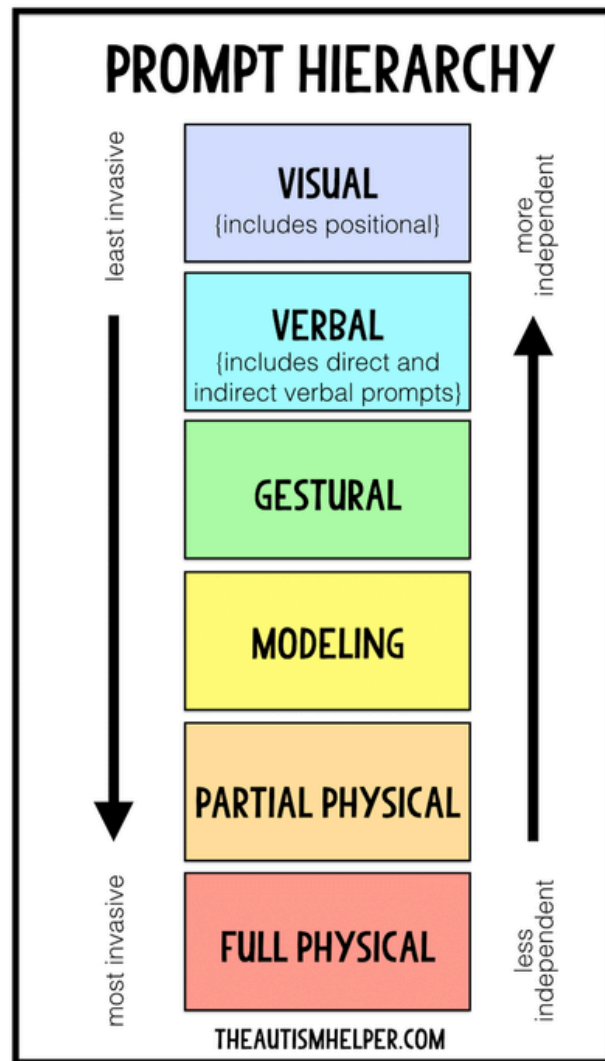
Example #2: Payton is able to turn on the water, get the soap, however, she does not know what step comes next. Ms. Keene tells Payton to rub her hands together, Payton does not do it, next, Ms. Keene demonstrates how to rub her hands together and Payton imitates Ms. Keene and completes the rest of the steps.

## MODELING AS AN ANTECEDENT STRATEGY

Example #1: Ms. Foster demonstrates how to complete a math problem on the board before the students practice on their own.

Example #2: Ms. Keene shows Payton how to wash her hands before Payton attempts the behavior on her own. When Payton completes the behavior correctly, Ms. Keene praises Payton.

Example #3: Ms. Jones trains Sam on how to build a car with legos. Sam then demonstrates this skill to Maddy. Maddy is then able to imitate Sam and build a lego car. Sam gives Maddy a high-five and they play with their cars together.



## TEACH THE LEARNER

- Select a student or group of students with whom to implement modeling
- Select a skill or behavior to be taught
- Select a form of modeling and develop the model (e.g. videotape a demonstration of the skill if video modeling was selected. Practice a demonstration if direct modeling is selected)
- Present the model to the student(s)
- Give the student an opportunity to engage in the skill demonstrated in the model. Provide reinforcement when the student engages in the desired behavior.
- Take data on the student's performance of the skill to determine success



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