

Video Self Modelling

Video self modelling (VSM) is an intervention where participants are filmed achieving a desired outcome.

The participants then watch the film and imitate the targeted behaviour.

VSM allows individuals to view themselves being successful, acting appropriately, or performing new tasks.



Why did I use Video Self Modelling?

I was interested in using VSM with Sam, a Year 7 student who has ADHD, ASC and has an acquired brain injury. Sam is very impulsive and finds it very difficult not to shout out answers to questions in class even if the question is directly targeted to another student. This can be very disruptive and can make it difficult to assess the understanding of other students.

Research has shown that VSM may be a positive behaviour change intervention for individuals with ASC and ADHD and I hoped to use this technique to help Sam develop a strategy to express himself in a more appropriate manner.

How did I use Video Self Modelling?

Over the period of a week whenever Sam shouted out in response to a question posed to another student, I would ask him to remember his answer and put his hand up, promising I would come to him for his answer as soon as I had asked the first student.

After listening to the first student I would then use an iPad to film Sam with his hand up and say "Thank you for putting your hand up Sam, what would you like to tell us?"

After Sam had given his answer I would always praise him for his contribution.

At the end of the week I edited together 7 of the best clips to make a short video of Sam putting his hand up and waiting to answer questions and being praised for doing so. I then showed this video to Sam several times a week over the next 2 weeks.

What were the results of using Video Self Modelling?

VSM appears to have had some positive effects on helping Sam regulate his behaviour around shouting out in lessons.

Whereas before the intervention Sam may have been shouting out 8-10 times in a lesson after the watching the video there was a marked decrease in shouting out (2-4 times per lesson) and an increase in Sam putting his hand up and waiting to be asked for his contribution (3-4 times per lesson).

When Sam did revert back to shouting out, often silently holding up the iPad was enough to remind him to put his hand up and wait.

Sam enjoyed watching the film and said he liked seeing himself get praised for doing the right thing. However it was evident that the effectiveness of the intervention decreased in between viewings of the video.

What next for Video Self Modelling at Bents Green?

At one point during the process I showed Sam's film to the rest of the tutor group. They were all very engaged with it and quite a few asked if they could have their own films made. This raised a number of interesting possibilities for the further development of this work such as how would this work as a whole class intervention for example making good transitions between lessons?

I would also like to try using VSM with students as a coaching and teaching aid.

Perhaps the biggest potential I see for VSM at our school is as a valuable enhancement to the social stories we use with many students to help them understand and work through individual issues.