Modeling is...

Modeling is a way to teach toddlers new skills or expand on their existing skills. Modeling involves somebody correctly performing the behavior that they want the child to perform. The child observes this performance and then is given an opportunity to perform the behavior.

Why Use Modeling?

Toddlers with or at risk for ASD often have a hard time learning new skills. Using a model to view new skills has previously been successful in helping toddlers acquire or improve a range of skills and has been found to be highly motivating. Modeling provides a visual demonstration of an appropriate skill for the toddler to replicate and increases the likelihood that he or she will learn.

Where Can You Use Modeling?

Modeling can be used in the toddler’s home or early childhood centers. Modeling can be adapted for use in ongoing routines and activities.

Who Can Use Modeling?

Any parent, family member, childcare provider, early interventionist, or other team member can learn and effectively use modeling.
Tips for Implementing Video Modeling

Have you…?

- Identified a target behavior?
- Created an observable and measurable outcome?
- Determined whether Modeling is an appropriate strategy given the toddler’s skills?
- Identified activities/routines within which to teach the target skill?
- Identified how you will prompt the toddler to repeat the behavior?
- Identified a good reinforcer?
- Identified how you will collect data?
- Identified who will serve as the model?

Did you…?

- Gain the toddler’s attention?
- Model the desired behavior?
- Provide an opportunity for the child to practice the behavior?
- Observe the toddler to determine the effectiveness of the Modeling intervention?
- Fade the model as the desired skill was mastered?
- Reinforce behaviors

How’s it going?

It is important to keep a record so that you know what progress has been made. You may find it helpful to gauge progress by answering the following questions for yourself. What changes do you want to make to the modeling procedure based on what you learn from your progress record?

- What does your record (baseline data and post intervention) tell you about the level of skill acquisition?
- Are some steps within a desired skill easier for your toddler to complete than others?
- Has a new skill or behavior been mastered?
- Has your toddler been able to complete desired skill without additional reinforcers?
- Are there changes you want to make in the model that would be more useful?