

Self-Modeling as a Treatment for Increasing On-Task Behavior

Description:

The study investigated the effectiveness of self-modeling as a treatment to increase on-task behavior. Self-modeling is a form of learning that occurs as a result of watching a videotape of oneself behaving productively. This study used a multiple baseline design across three students. The results indicated immediate, substantial, and durable changes in students' on-task behavior from an average of 33% at baseline to 86% during treatment. The teachers and students were satisfied with the procedure.

Materials:

- Behavior observation forms
- Video camera
- Blank tape
- Quiet room with a T.V. and VCR
- Conversational protocol

Preparation:

- Videotape the student during independent seat work activity. This should be in the natural classroom/school environment doing appropriate, productive behavior. For example, behavior you want to see more of such as complying with the teacher requests, interacting appropriately with peers, working quietly, and raising hand before speaking.
- Edit out inappropriate behaviors in order to create one tape (or more if possible) of only positive, productive behaviors. The tape should be approximately five minutes long.

Steps in implementing the intervention:

- Schedule a time to view the tape privately with the student.
- While watching the tape refer to the conversational protocol. This should contain therapeutic questions and positive comments. Comments and questions should include aimed at reinforcing the student and encouraging them to reflect on how they managed to behave successfully in these situations.
 - See how well you are working at your desk.
 - Wow. Look at you. You are such a hard-worker.
 - How did you do that?
 - How do you resist the urge to...? (stay in your seat, not mind...)
- Repeat this procedure for approximately 4-5 viewings. Continue to take data and compare it to your baseline.

Tips:

- For this study on-task behavior was defined as having eye contact with the teacher, or the assigned task, and performing the requested assignment.
- This study also compared the student to a same gender peer during the observation as a control group.

- You can prompt him or her if needed if these behaviors are not occurring frequently enough on their own.
- If the student does not attend to the videotape, remind him or her to.

References:

Clare, S. K., Jenson, W. R., Kehle, T. J., & Bray, M. A. (2000). Self-Modeling as a Treatment for Increasing On-Task Behavior. *Psychology in the Schools* 37 (6), 517-522.

Murphy, J. (personal communication, September 18, 2008).