



## Modeling (MD) ---Step-by-Step Guide---

### BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about...?

- Identified the behavior...
- Collected baseline data through direct observation...
- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

If the answer to any of these is “no,” review the process of how to select an EBP.

This practice guide outlines how to plan for, use, and monitor the practice of modeling.

Keep in mind that modeling can be used as:

- A prime or
- A prompt.

While each procedure is slightly different, the practice guide is applicable to both. When unique features are tied to a specific category, we will identify them through examples or cautions.

For more information visit:  
[www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)

# Now you are ready to start...

## Step 1: MD Planning

The planning step explains how to determine if the learner has the prerequisite skills needed for modeling and when and where to use modeling.

### 1.1 Determine if learner has the prerequisite skills needed for modeling

In order to learn from a model, a learner must be able to:

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

### 1.2 Select evidence-based practices to use with modeling to teach target behavior

Prompting and reinforcement are commonly used with modeling. A controlling prompt is used with modeling to ensure the learner performs the target skill/behavior correctly.

### 1.3 Identify times and activities to use modeling

To be effective, several times and activities should be identified throughout the day that will allow the learner to practice the target skill or behavior.

### 1.4 Identify model for the learner

The best person to serve as the model is a peer who is physically similar to the learner and respected by the learner. If a peer cannot be a model, a teacher, paraprofessional, therapist, or parent can serve as an effective model.

### 1.5 Provide training to model if appropriate

If a peer or sibling will model the identified target skill or behavior, then training might be needed. Adults can role play with the peer or sibling and provide scripts for the model to follow.

 Use the **Topic Bubble Script** to help peers know what to say.

 Use the **Target Skill Written Cues Script** to develop words or phrases for peers to say.

### 1.6 Determine if model will be used as a prime or as a prompt

When used as a prime, the desired behavior or skill is modeled before the learner is expected to demonstrate the behavior. When used as a prompt, the model provides extra support to the learner after the direction has been given and as the learner attempts to use the skill or behavior.

 Use the **Modeling Planning Form** before using the practice.

## Step 2: Using MD

This section describes the process of using modeling and includes following the unique steps of selected modeling procedure, providing prompting and reinforcement.

### 2.1 Follow the unique steps for using selected model procedure

- Model as a prime:
  - Cue the learner to observe the model
  - Model demonstrates/performs behavior/skill
  - Wait for learner to imitate behavior.
- Model as a prompt:
  - Direct learner to use behavior
  - If learner does not use behavior, model target behavior/skills

### 2.2 Provide feedback to learner

If the learner demonstrates the target skill or behavior, the adult will provide immediate reinforcement to the learner. If the learner does not perform the target skill/behavior, deliver the identified controlling prompt. If the learner does engage in the behavior following the controlling prompt, provide the learner with reinforcement.

 Use the **Modeling Decision Tree** to guide your response.

### 2.3 Thin reinforcement

When teaching a new target skill or behavior, a continuous reinforcement schedule should be used. As the learner acquires the skill, begin using an intermittent reinforcement schedule to thin the use of reinforcers.

## Step 3: Monitoring MD

The following process describes how the use of modeling can be monitored and how to adjust your plan based on the data.

### 3.1 Collect and analyze data on target behavior

By collecting data on target behaviors and skills, team members are able to determine if the learner is making progress. Two common forms of data collection commonly used with modeling are time sampling and event recording.

 Use the *Time Sampling and Event Recording Forms* to collect data on the frequency of behaviors.

### 3.2 Determine next steps based on learner progress

If the learner with ASD is showing progress with modeling based upon collected data, then continue to use this practice with the learner. Gradually, new target skills and behaviors can be introduced to the learner with ASD.

If the target skill or behavior is not increasing, ask yourself the following questions:

- Is the behavior well defined?
- Is the behavior measurable and observable?
- Does the learner have the needed prerequisite skills for modeling?
- Has enough time been devoted to using this strategy?
- Was modeling used with fidelity? (Use the Modeling Implementation Checklist to determine fidelity.)
- Are reinforcers used that are motivating to the learner?
- Does the controlling prompt ensure the learner uses the target skill or behavior?

If these issues have been addressed and the learner with ASD continues not to show progress, consider selected a different evidence-based practice to use with the learner.