

# ON-task in a Box

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# Self-Monitoring Plus Self-Modeling

## A review of self modeling and related interventions

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### Abstract

About 150 studies exist in print, examining the use of self modeling (mostly in the video medium) in a variety of training and therapeutic applications. Evidently, two lines of thoughts have driven the development of these applications: (a) an extension of peer modeling or (b) a description of personal success. Studies report self-modeling interventions for physical skills (rehabilitation, sports), academic and vocational issues, communication, and personal and social adjustment. A wide range of ages (toddler to grandparent) and diverse developmental conditions have been addressed. The most fruitful applications may be those that emphasize the image of future success—skills not previously attained and adaptive responses to a challenging context. Rather than examine efficacy related to target "problems," this review identifies categories of application made possible by current knowledge and technology (e.g., use of hidden supports, selectively editing low-frequency behaviors). Seven such categories are identified and illustrated with descriptions of interventions. The evidence is used to argue for the recognition of learning from the observation of one's own successful or adaptive behavior (or images of it) as a mechanism in its own right.

**Key words:** Disabilities; Feedforward; Positive self-review; Self modeling; Skill training; Video futures; Video interventions

Last summer one of our interns caught up with me on the way to the parking building, excited to relate a fortuitous outcome of making a videotape for a family in her care. The children's developmental center where we both worked had been encouraging "videos to go"—that is, videos for families to keep after receiving services, to show baby-sitters, teachers, physicians, and so on. A few weeks earlier, "Beth" had sought my consultation to make such a video. She had been developing a range of care techniques for use by the parents of a 20-year-old with severe mental retardation. The video demonstrated effective ways to interact with "Brad," especially around mealtimes, dressing, and other activities that had been a source of difficulty. The intended audience included respite care and school personnel, and Brad's relatives. That is, the tape was intended to be watched by others in Brad's environment rather than by Brad himself.

Beth's excitement concerned that afternoon's phone conversation with Brad's mother. By the mom's report, "Brad really likes his video, he watches it every day, and he's learning all the skills on the tape." Beth commented to colleagues, "This is not what we planned. But it is a [self modeler's] dream come true!" She was referring to the potential for people to learn from images of their own adaptive behavior: self modeling.

As more people watch their own videos, the occurrence of unintended video self modeling becomes more common. Most often these effects are benign—sometimes, as for Brad, they are moderately beneficial. By contrast, properly planned self modeling can be powerful. A growing body of evidence, accumulated over about 25 years, exists to guide its intended use.

Self modeling is an intervention procedure using the observation of images of oneself engaged in adaptive behavior. Most commonly, these images are captured on video, edited into 2–4 minute vignettes, and repeatedly reviewed to learn skills or adjust to challenging environments as part of a training or therapy protocol (Dowrick, 1976, 1983, 1991). Images of adaptive behavior for the purposes of self-observation can also be produced on audiotape, in the imagination, through role-play, or in other narrative media such as still photographs arranged in a series. The nonvideo versions of the procedure are not often referred to as "self

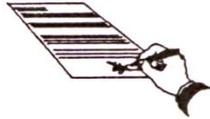
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# Self-Modeling ADHD



Self-Monitoring Chart

Self-Monitoring Chart

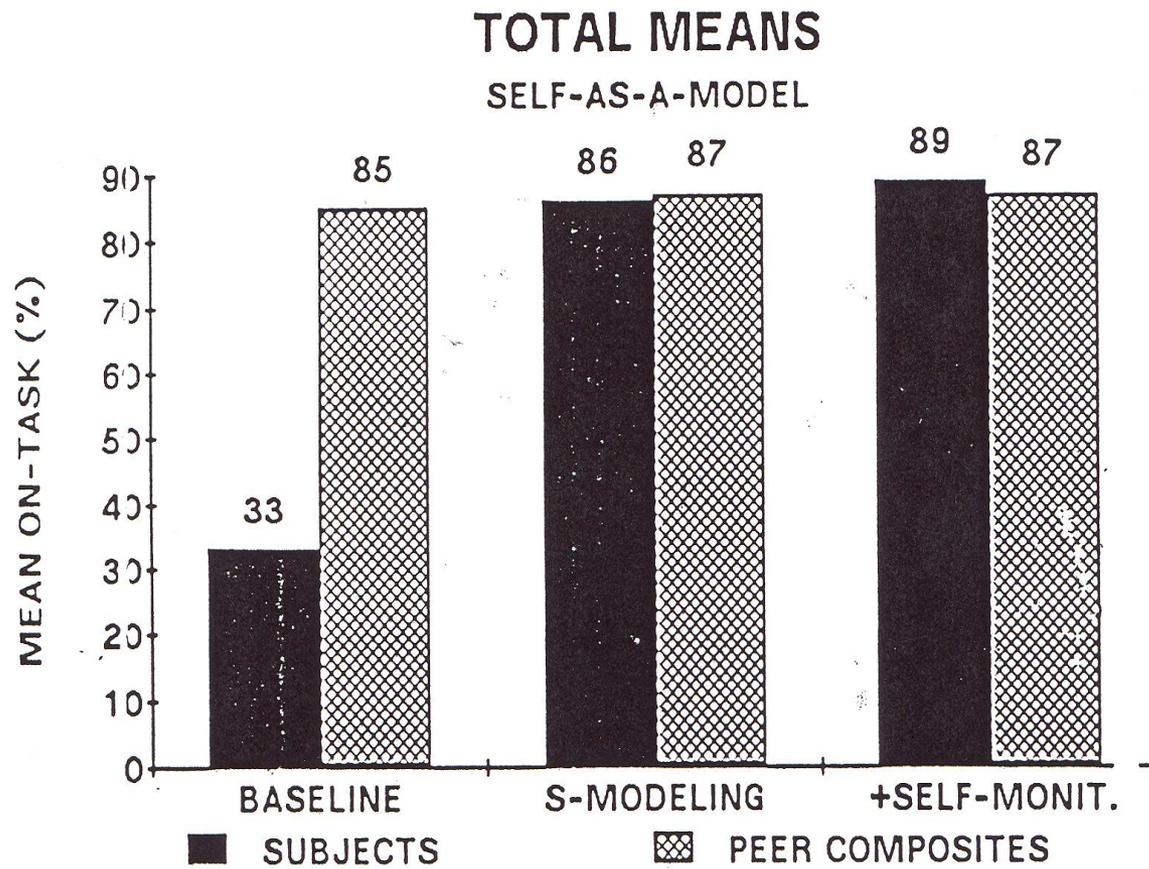
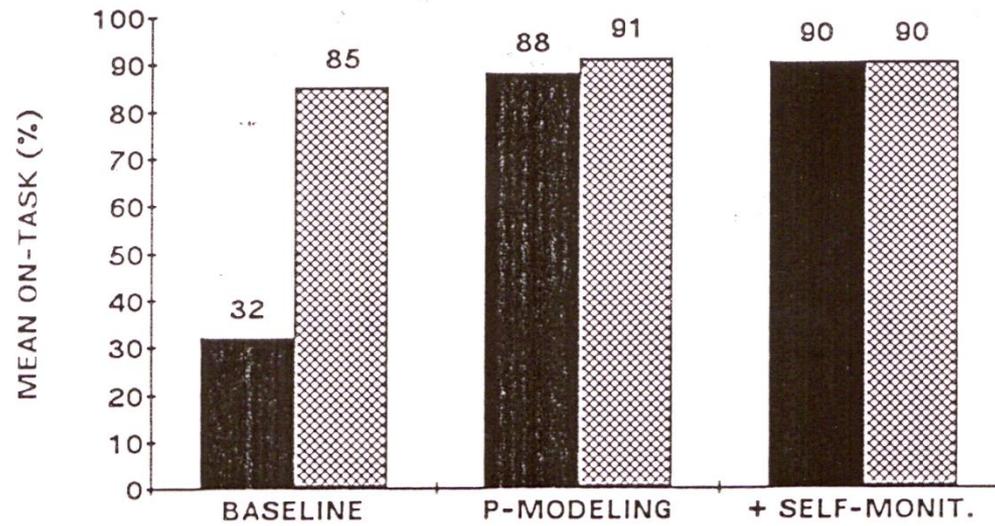



Figure 9. Total averages for peers-as-models (Subjects 1, 2, and 3) and self-as-a-model (Subjects 4, 5, and 6)

### TOTAL MEANS PEERS-AS-MODELS



### FOLLOW-UP OBSERVATIONS

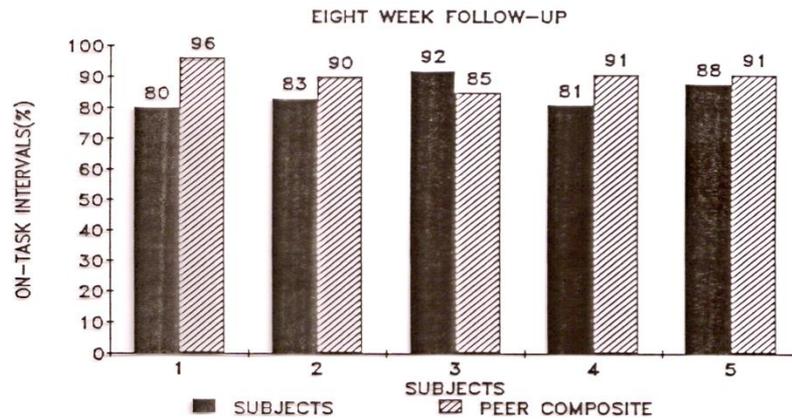
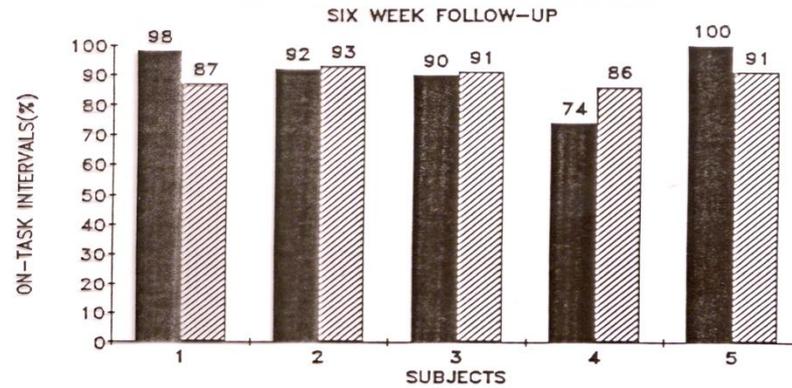


Figure 12. Follow-up observations of subjects at 6 and 8 weeks after termination of the experiment. Percentage of on-task intervals for subjects and peer composite percentage for each classroom are displayed.

But Nobody Does It

?

# You Can Get On of These In Two Days

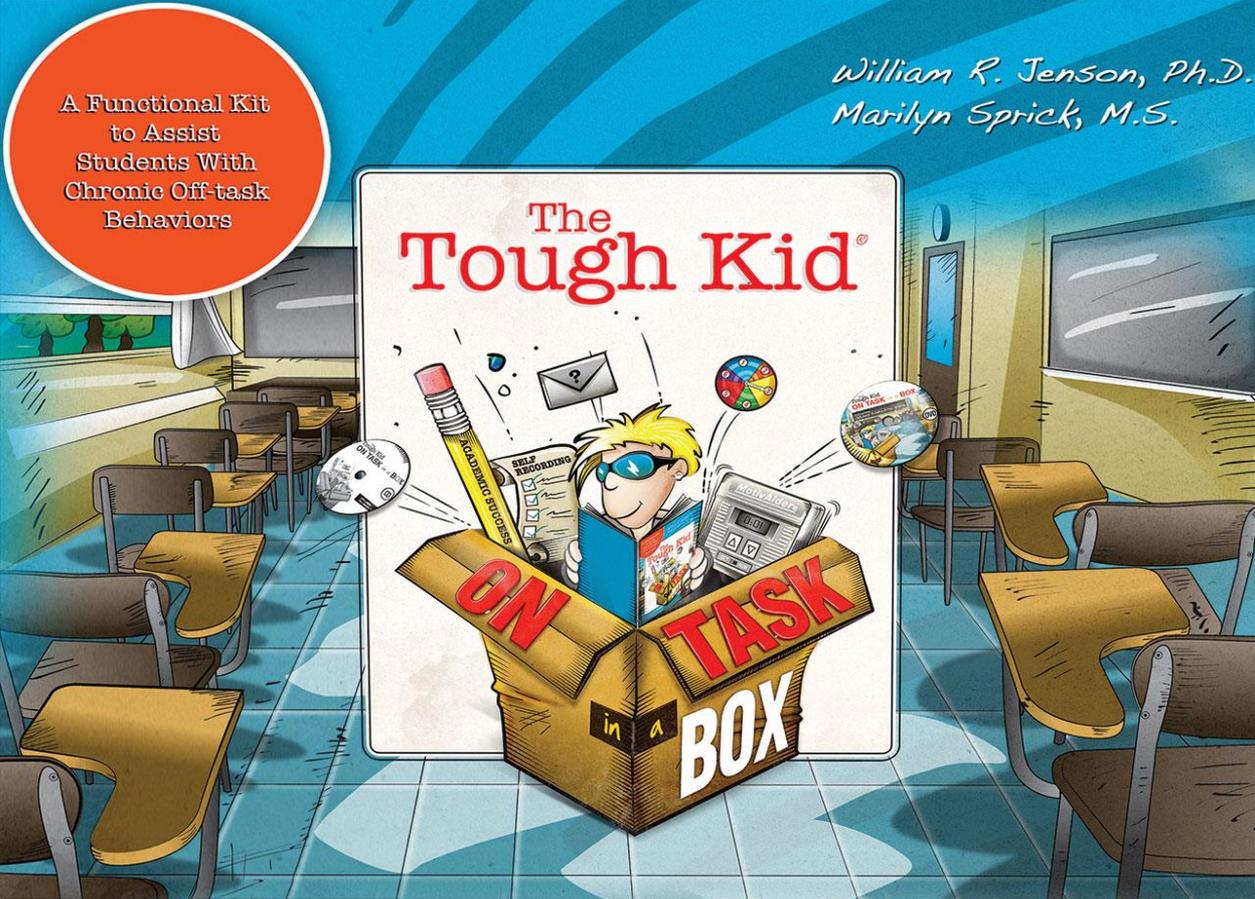
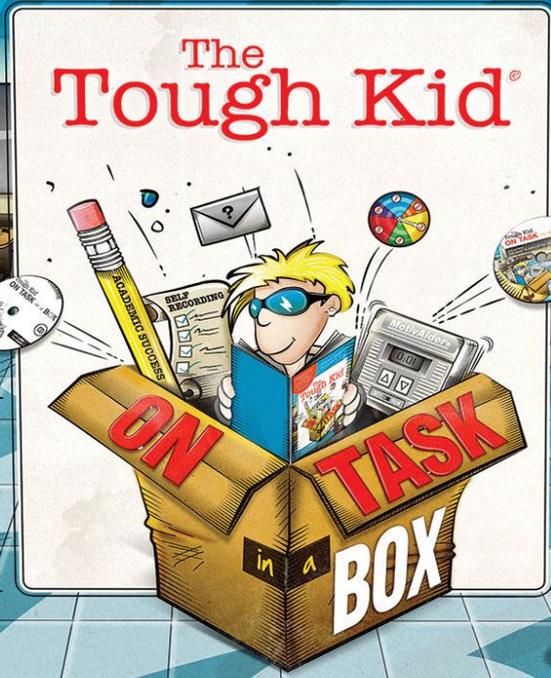


# Why Not One Of These?



A Functional Kit  
to Assist  
Students With  
Chronic Off-task  
Behaviors

*William R. Jenson, Ph.D.  
Marilyn Sprick, M.S.*



# What is On-Task In a Box?

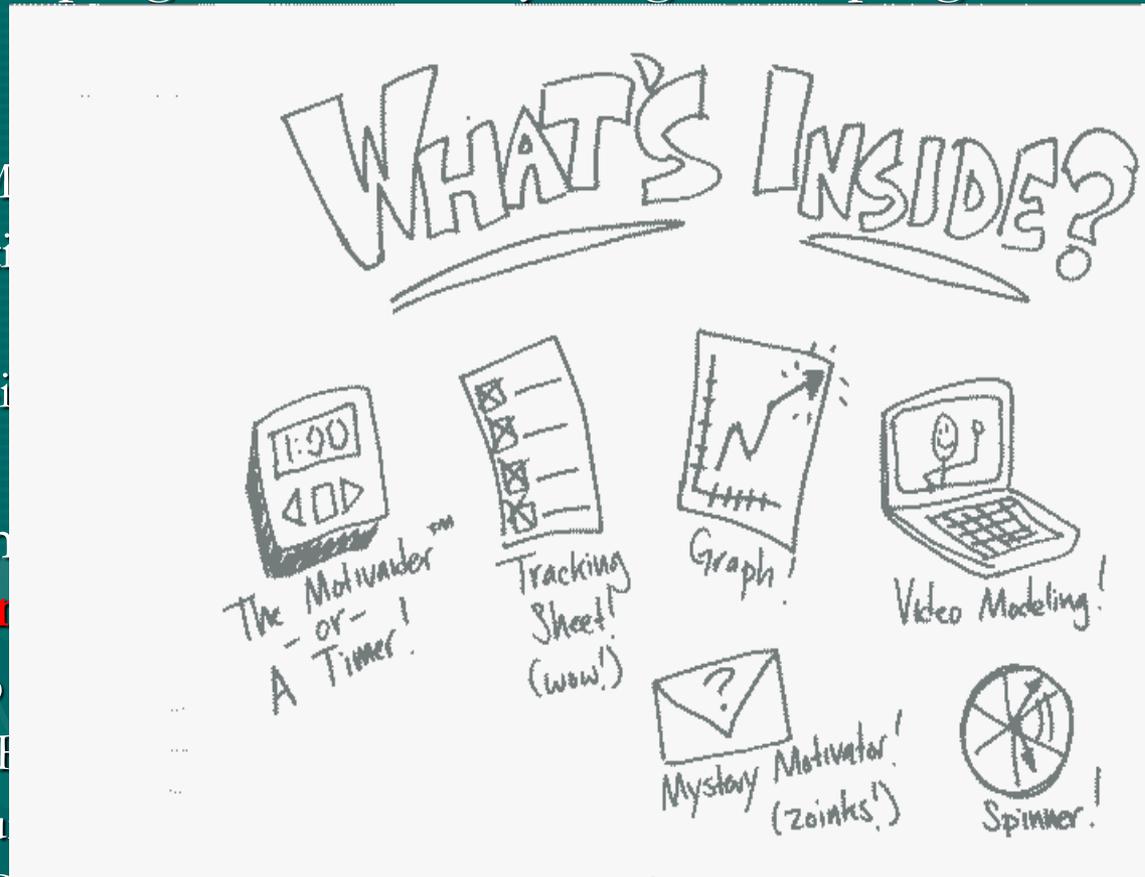
- It is a self-contained program with everything in the program box:

- Box
- Implementation Manual
- Fasthands Animation
- Peer Model DVD
- Reinforcement Spikes
- MotivAider

- It is designed to improve

## **Academic Performance**

- Off-Students 60%
- Attention Deficit Hyperactivity Disorder
- Emotionally Disturbed
- Fall between the Cracks Students



rees  
ner



# How Can **On-Task In a Box** be Used?

- It can be used with **Individual Student** in an professional office setting (i.e. school psychologist, teacher, school counselor, school social worker, behavior specialist)
- It can be used with two student together in a **Buddy System**
- It can be used with a **Whole Classroom** as an interdependent group contingency

# Teaching the Definition of On-Task and Off-Task





# Teaching How to Self-Record On-Task Progress

## Self-Graphing Form

Student/Team/Class: \_\_\_\_\_ Goal: \_\_\_\_\_  
Behavior: \_\_\_\_\_

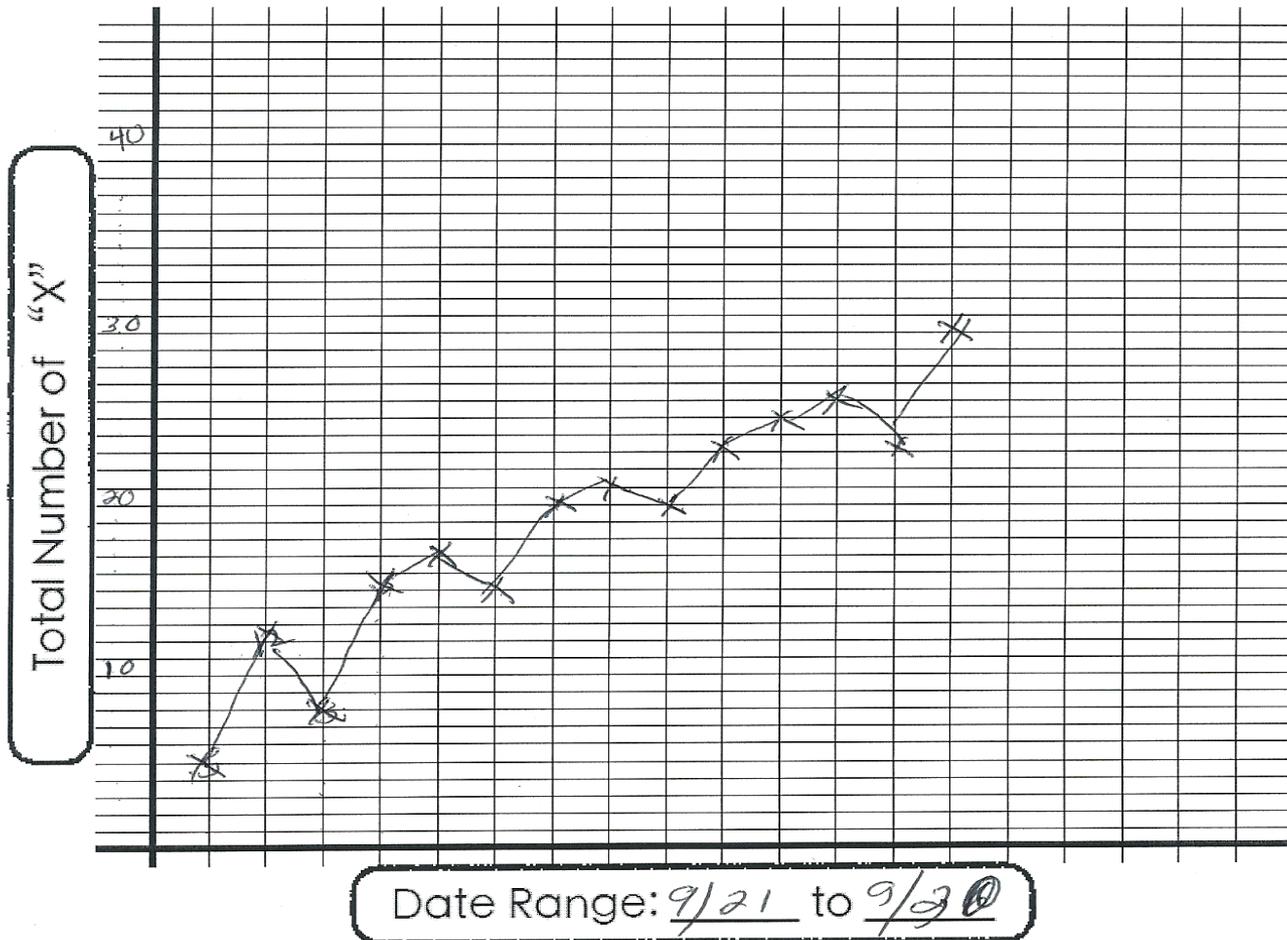
Total Number of "X"

Date Range: \_\_\_ to \_\_\_



## Self-Graphing Form

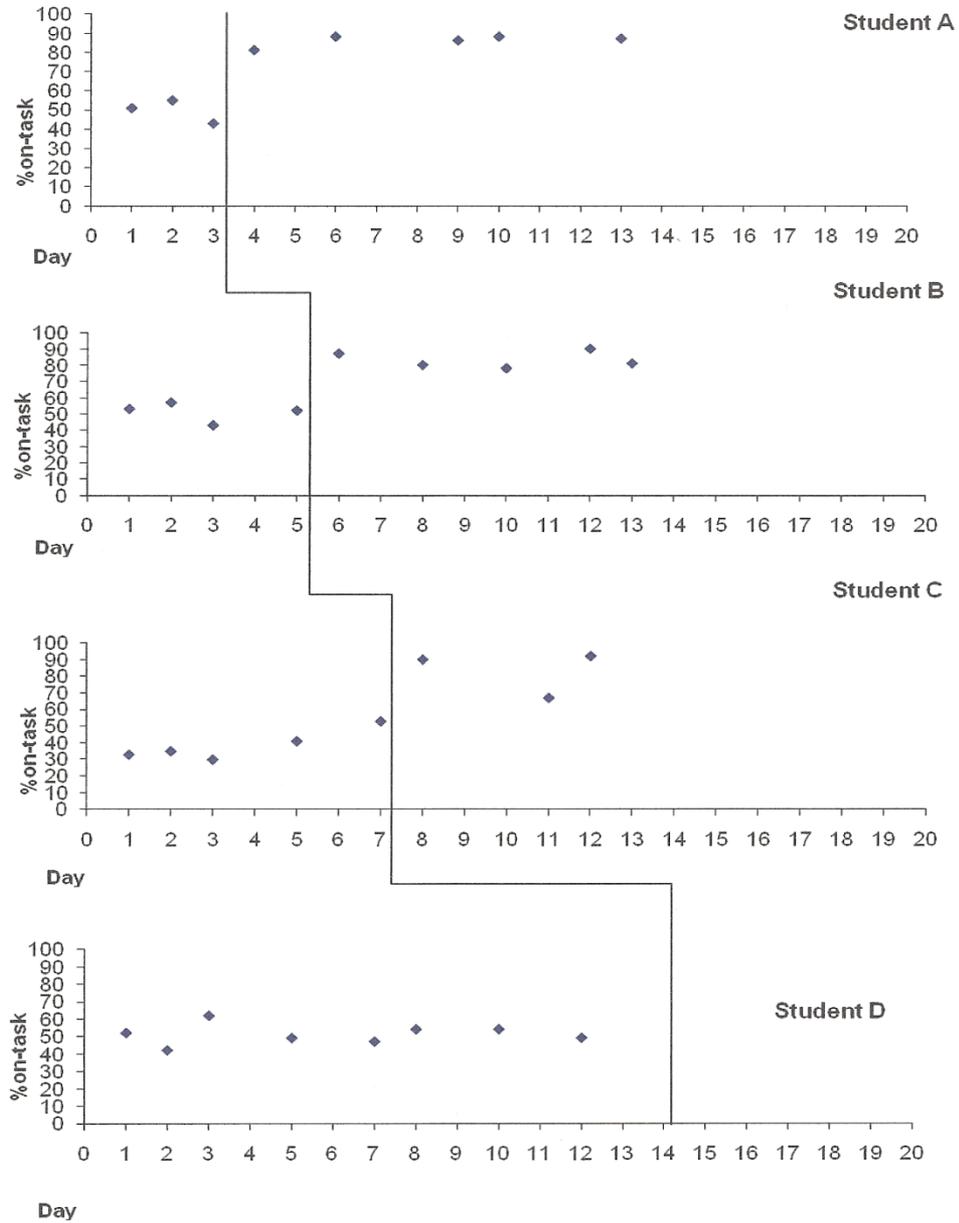
Student/Team/Class: Ben Springer Goal: Improve On-Task  
Behavior: \_\_\_\_\_



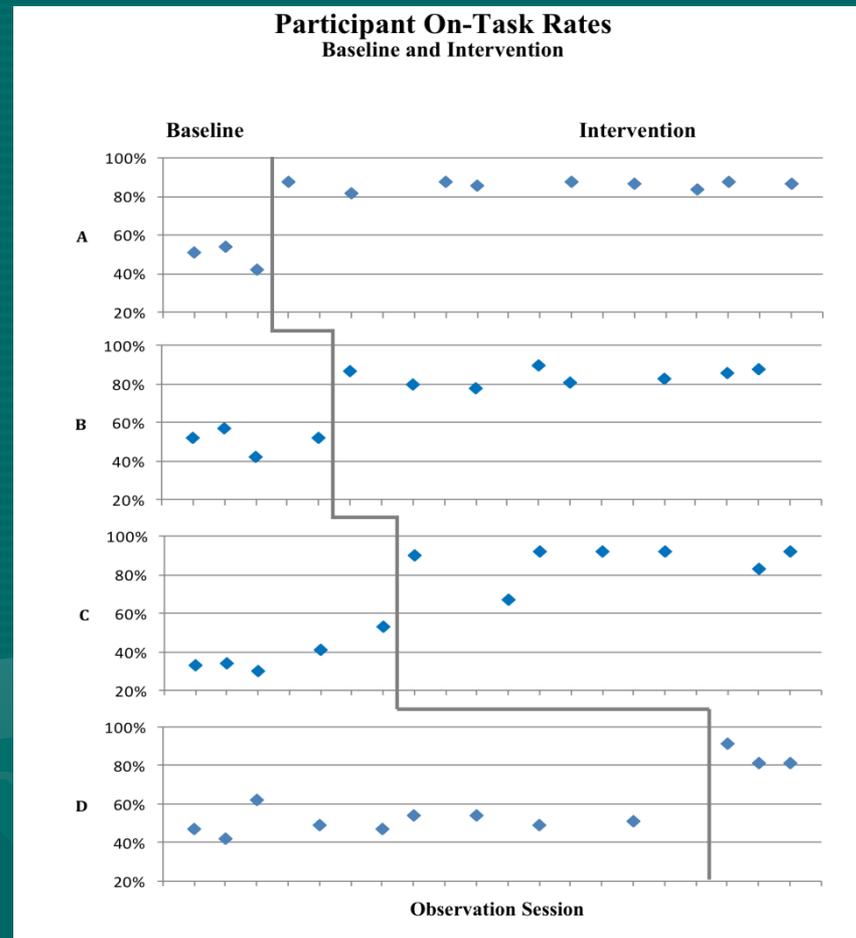
# View Peer Model and Have them Record The Peer Model's Behavior



Peer/Self-Modeling Combined With Self-Monitoring  
(Percentage On-Task)



# Results: Question 1



# Results: Hypothesis 2

Rates Of On-Task Behavior For All Participants Through Each Phase



# Self-Reported On-Task Rates

- Average for all Participants: 98% (Actual: 68%)
- 
- 
- Site 1 Average: 97% (Actual: 81%)
- 
- Participant 1: 96% (Actual: 80%)
- Participant 2: 97% (Actual: 82%)
- Participant 3: 99% (Actual: 82%)
- 
- Site 2 Average: 99% (Actual: 54%)
- 
- Participant 4: 99% (Actual: 41%)
- Participant 5: 99% (Actual: 67%)
- Participant 6: 99% (Actual: 55%)

# Pre and Post Video

- Student 1 Before
- Student 1 After
- Student 2 Before
- Student 2 After



# Thank You Very Much

