Research indicates that video self-modeling is an effective means for improving academic skills and behaviors. Nearly 200 video self-modeling studies or applications have been reported over the past three decades. The purpose of this review was to examine studies in which video self-modeling was applied in school-based settings. Eighteen studies met strict criteria for inclusion in this review. Descriptive summaries and analyses of outcomes are provided for each study, as well as suggestions and resources for educators to implement video self-modeling interventions. These school-based studies verify the functional control of targeted academic skills and behavior(s) and support the efficacy of video self-modeling to improve student outcomes. Evidence for generalization across settings and maintenance over time is also presented.

Link to Study:

http://journals.sagepub.com/doi/abs/10.1177/074193250302400104