



Autism Focused Intervention  
Resources & Modules

This overview  
brief will  
support your  
use of the  
evidence-  
based practice:  
Modeling.

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## Modeling (MD) ---EBP Brief Packet---

### Components of the EBP Brief Packet...

This evidence-based practice overview on Modeling (MD) includes the following components:

1. **Overview:** A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base:** The *MD Evidence-base* details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide:** Use the *MD Step-by-Step Practice Guide* as an outline for how to plan for, use, and monitor MD. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist:** Use the *MD Implementation Checklist* to determine if the practice is being implemented as intended.
5. **Data Collection Sheets:** Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals:** Use the *MD Tip Sheet for Professionals* as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide:** Use the *MD Parent Guide* to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources:** Use the *Additional Resources* to learn more about the practice.
9. **CEC Standards:** A list of *CEC Standards* that apply specifically to MD.
10. **Module References:** A list of numerical *References* utilized for the MD module.

### Suggested citation:

AFIRM Team. (2015). *Modeling*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/modeling>

## What is Modeling?

Modeling can be used to increase a learner's ability to perform a target behavior. Modeling involves the learner observing someone correctly performing a target behavior. The demonstration of the behavior *before* the learner is expected to demonstrate the behavior serves as a primer for the behavior. In addition, modeling can be used as a prompt in order to provide extra support to the learner after the direction has been provided and the child is trying to use the behavior. Modeling is most effective when it is used with the evidence-based practices of prompting and reinforcement.<sup>1</sup>

## Evidence-base

Based upon the recent review, modeling meets the evidence-based practice criteria set by NPDC with 4 single case design studies and 1 group design study. The practice has been effective for early intervention (0-2 years), preschool (3-5 years), elementary (6-11 years), and high school-age (15-22) learners with ASD. Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how modeling can be used effectively to address: social, communication, joint attention, school readiness, play, vocational, and academic outcomes.

## How is MD Being Used?

Modeling can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use modeling in the home.

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