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Video Self-Modelling as a Classroom Based Intervention to Reduce Off-Task Behaviour in Mainstream Students

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Declaration

I certify that the thesis entitled "Video Self-Modelling as a Classroom Based Intervention to Reduce Off-Task Behaviour in Mainstream Students" and submitted as part of the degree of Master of Educational Psychology is the result of my own work, except where otherwise acknowledged, and that this research paper (or part of the same) has not been submitted for any other degree to any other university or institution.

Signed_____

Date_____

Dedication

I dedicate this thesis to a variety of people in my life who have helped me to get to this point. Firstly, I would like to thank my wife Tatty who has supported me over the years as I worked full-time and studied part-time. The many weekends I spent working must have seemed never ending to her. To my beautiful daughter Abby who has been such a special addition to my life. I have welcomed the many distractions from my study to be with her and the endless amount of joy she has brought to my life. I am looking forward to the second addition to our family early in 2013.

My mother Sue has been instrumental in providing me with a supportive environment and the expectation that I would always go to University. My brother Andrew for providing me with a role model to show me that show anything can be achieved with hard work. My Great Auntie Con who passed away before I could show her my final accomplishment. She always took a huge interest in my studies and encouraged me to do my best. I know she would have been proud of the results I have achieved over the past few years.

Abstract

Video Self-Modelling (VSM) is an intervention which involves individuals observing images of themselves engaged in adaptive behaviour to increase the probability of adaptive behaviour occurring again. VSM has been used to improve academic success and/or promote positive change in a range of internalising and externalising behaviours such as mutism, social initiations, stuttering, aggressiveness, attending to task, and distractibility. Many of the current studies on the effects of VSM as a behaviour intervention have focused on students who have been referred for problem behaviour and/or been diagnosed with a disorder such as Attention Deficit Hyperactivity Disorder (ADHD), Selective Mutism, Autistic Spectrum Disorder (ASD), or Oppositional Defiant Disorder (ODD). There are few studies on the effects of VSM as a behaviour intervention for students in mainstream school who have not been referred for problem behaviour. The purpose of this research was to examine the effects of VSM on four, Year 7 students in a mainstream, intermediate school who engaged in three off-task behaviours (out of seat without permission, talking without permission, and making inappropriate noises/calling out). Prior to school each day each participant viewed themselves working on-task during literacy in an edited video clip for three weeks. The occurrence of off-task behaviour and the number of words written by participants in each 20 minute writing task was recorded during baseline, intervention, and post-intervention phases. Results indicated that students reduced in off-task behaviour and increased the number of words produced. Practical implications are discussed.

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