

VIDEO SELF-MODELING AND SELF-EFFICACY:

A LITERATURE REVIEW

by

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ABSTRACT

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One of the most challenging obstacles in education today is developing behavioral interventions that are effective and efficient. While many behavioral interventions exist to modify classroom behaviors, it appears that behavioral interventions which improve the participant's self-efficacy, such as video self-modeling, are most effective.

This research reviews the existing literature on video self-modeling interventions and the influence of self-efficacy on the effectiveness and maintenance of the intervention. Additionally, a historical framework based on Albert Bandura self-efficacy and social learning theory will be reviewed. A critical analysis of the relevant literature includes directions for future research and practice.

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CHAPTER ONE

INTRODUCTION

At the turn of the twentieth century, when American psychology began to set precedence as an academic discipline, there was much interest in the role that self-beliefs play in human conduct (Pajares & Schunk, 2001). A resurgence of interest in the role of self-beliefs was shown in the 1960's and 1970's. This interest in self-beliefs translated into educators and psychologists emphasizing the importance of a healthy and positive-esteem. Also emerging at the same time was the view that a child's self-esteem is "the critical ingredient and primary cause of academic achievement" (Pajares & Schunk, 2001, p. 239). That is, teacher instruction, curriculum, and academic strategies should aim at fostering student's self-esteem and self-beliefs.

Currently, the notion of encouragement of a healthy self-perception is being researched as a critical component of academic motivation and success (Pajares & Schunk, 2001). The current focus on students' sense of self is a basic component of academic motivation that is grounded in the assumption that "beliefs that students create, develop, and hold to be true about themselves are vital forces in their success or failure in school" (p. 240). Specifically, researchers have been successful in showing that self-efficacy beliefs are related to and influence academic achievement.

Self-efficacy refers to a person's belief in his or her ability to produce a desired effect (Schwarzer & Scholz, 1997). Intuitively, the process of creating and using self-efficacy beliefs is logical. Individuals engage in behaviors, interpret the results of their actions, and then use the interpretations to create and develop beliefs about their capabilities. Once an individual has created these beliefs, they use their past experiences to gauge their abilities in similar tasks and activities. This directly relates to the process that students experience with their academic

capabilities. Consequently, student's academic performance is a result of their beliefs about what they have done and what they can do. This illustrates why students of similar abilities may show remarkably different academic performance (Pajares, 2000).

Pajares (2000) reports that students' self-efficacy beliefs impact their academic performance by influencing the choices students make and the course of action they take. Students selectively choose to engage in tasks about which they feel confident and avoid task where they feel less competent. As a result, self-efficacy beliefs have a powerful influence over the level of accomplishment students ultimately obtain (Pajares, 2000). Consequently, educators are looking for interventions that affect students' self-perceptions and self efficacy (Kohn, 1994).

Educational research has recognized the importance of using behavioral interventions for a variety of children and needs within the school systems. The topic of behavior modification in the classroom continues to emerge as one of the most challenging problems in education today. Kehle, Bray, and Theodore (2000) state that "the need for effective interventions that evidence substantial effect, are enduring, economical with respect to the teachers' time, and can be easily implemented by teachers, is compelling" (p.475). However, educators are having difficulties finding effective behavioral interventions that not only modify the target behavior but also increase student self-efficacy.

There have been many studies (Clark, Jenson, Kehle, & Bray, 2000; Bray, & Kehle, 2001; and Buggey, 1995) that have indicated that video-self modeling is an effective means for modifying children's behaviors, improving their academic skills, and influencing their self-efficacy. In video self-modeling, the individual learns productive behaviors by observing him/herself engaged in positive behaviors from a pre-recorded videotape (Murphy, 2001). Self-modeling has been described as economic and unobtrusive (Clare et al., 2000), while also

providing the individual with clear information on how best to perform a task (Hitchcock, Dowrick, & Prater, 2003).

Given that video self-modeling behavioral interventions have been found to be effective in modifying children's behaviors across a variety of domains, it appears that the intervention also directly improves the participant's sense of self-efficacy. However, because video self-modeling interventions are relatively new, professionals and educators need to become aware of the effects that one's self-efficacy can have on the intervention's success and maintenance rates over time. Therefore, the purpose of this literature review is to examine the research on video self-modeling interventions and the effect of self-efficacy. The following research questions guided this study:

1. Do video self-modeling behavioral interventions produce a change in students' self-efficacy?
2. What is the impact of self-efficacy on video self-modeling behavioral interventions?
3. To what degree does self-efficacy impact on maintenance behaviors upon completion of the video self-modeling intervention?

CHAPTER TWO

LITERATURE REVIEW

This chapter will review the literature relevant to video self-modeling interventions, specifically the effectiveness of the intervention as applied in the schools. In addition, this chapter will discuss Bandura's historical beliefs on self-efficacy and social learning theory as relevant to the modeling literature. Lastly, the existing literature involving both video self-modeling and self-efficacy will be reviewed.

Video Self-Modeling

There have been many studies that have indicated that video-self modeling is an effective means for modifying children's behaviors and improving their academic skills. Over two hundred self-modeling studies have been reported over the past three decades on the effectiveness of this intervention as applied in the school settings (Hitchcock et al., 2003). Most of the studies over the past few decades examine the use of video self-modeling in school based settings because many students are at risk for failure due to low academic achievement or disruptive behavior in the classroom. The following section will review the history and theory of video self-modeling and the effectiveness of the intervention.

Video self-modeling interventions began to appear in the literature in the early 1970's. According to Hitchcock et al. (2003), Creer and Miklich first introduced the term self-modeling when they reported using a videotape of a boy who was hospitalized with asthma. They found the intervention most effective when they boy reviewed himself role-playing effective social skills, rather than just the role-play alone.

The concept of video self-modeling is based on a fusion of many theoretical perspectives; however, Bandura's social learning theory provides the main theoretical basis for the

intervention. Bandura's view of learning emphasizes learning through observing a model. When people see themselves perform successfully, this provides them with clear information on how to best perform and strengthens their sense of capability. Skinner's operant behavior theory also supports video self-modeling interventions because people are able to clearly discriminate between behaviors with negative and positive consequences upon viewing themselves (Hitchcock et al., 2003). Video self-modeling is also supported by the socio-cultural view of learning and language development. Vygotsky viewed learning as a transformation that takes place through the guidance of a more skilled person. According to Hitchcock et al. (2003), Vygotsky's viewpoint is congruent with Dorwick's view that self-modeling is facilitated from images of one's own future behavior or success.

In general, the term video self-modeling refers to "behavior change that results from repeated observations of oneself on videotapes that show only desired behaviors (Dorwick & Dove, 1980, p. 51). In self-modeling, an individual learns productive behavior by observing him/herself engaged in positive behaviors from pre-recorded and pre-edited videotapes (Murphy, 2001). With an emphasis on successful behavior, video self-modeling departs itself from focus on the individual's problems and deficiencies. By allowing individuals to watch themselves engaging in productive and functional behaviors, the individual feels empowered as to their own competencies.

During a video self-modeling intervention, the individual observes a superior level of performance that indicates future mastery of that behavior. The video is constructed by identifying and filming images of desired behaviors and editing the video to show only an exemplary sample of the person's abilities. It is noted that video self-modeling differs from

feedback interventions that involves review of past performance, which often focuses on the individuals' errors and deficits (Hitchcock et al., 2003).

It is also important to note that there are two types of video self-modeling that are used to promote behavioral change. The first is feed-forward modeling, which is the most dramatic form, that uses video images of complex adaptive behavior that has not yet been achieved by the individual (Murphy, 2001). For example, a selectively mute child may not display any vocalizations at school, but with careful editing and footage of the child speaking at home, a video can be compiled of them speaking out at school. This form of video self-modeling allows children to watch themselves performing complex behaviors they may have never actually performed.

The other type of video self-modeling, which is most commonly used, is positive self-review, which the review of exemplary behavior is. For example, for a child that displays off-task behaviors, an edited videotape would be compiled of the child displaying only exemplary on-task behaviors. Although the child can show some on-task behaviors, the goal is to increase the consistency of an existing skill. The child would then be videotaped performing the same skill several times, and the tape is edited down to the best performances for the child to view (Murphy, 2001).

A recent meta-analysis is applicable to this research. Hitchcock et al. (2003) examined 18 studies that used video self-modeling interventions in a variety of academic settings. This meta-analysis examined studies using various dependent variables, including disruptive behavior (fighting, touching, out of seat), compliant classroom behavior (time on task, hand-raising), and language responses (verbal fluency, language use). Hitchcock and colleagues also reviewed studies that targeted quality peer relationships, adaptive behaviors, and reading fluency. Results

of this meta-analysis indicated that data in all 18 studies provided clear evidence of positive outcomes.

Additionally, results of Hitchcock et al. (2003) meta-analysis showed that sixteen of the eighteen studies assessed maintenance of treatment effect using probes and follow up procedures. Of the studies reviewed, maintenance data was reported for periods of two days to two years. Of these sixteen studies, successful short-term or long-term maintenance of the target behaviors were reported on fifteen studies. Overall, the research on video self-modeling shows strong outcomes and suggests that this intervention can be successfully used to support student communication, behavior, and academic performance. The effectiveness of video self-modeling provides encouragement to educators who want to implement or investigate this intervention. Video self-modeling interventions have also been associated with increased motivation and positive reports by parents, teachers, and peers (Hitchcock et al., 2003).

Although most of the research has shown that video self-modeling interventions produce strong outcomes, there are many disadvantages that are also discussed in the literature. First, the production of an acceptable edited videotape may be very difficult to construct because the interventionist must know which behaviors are appropriate and need to be edited into/out of the videotape. Their interpretation of the child's behavior may not be in accordance with the child's viewpoint on the same behavior (Clark & Kehle, 1992). Secondly, the actually editing of the tape may not be easy for everyone desiring to use self-modeling. Sophisticated editing equipment yields the most precise videotapes, but the equipment and knowledge to use the equipment is very expensive (Clark & Kehle, 1992). Lastly, the subject's age and cognitive capacity can yield varying results. The degree of a child's self-awareness and capacity to use goal-oriented approaches to attend, act, think, and learn may directly influence the effectiveness

of the intervention. While children watch the edited videotapes, cognitively they need to understand that the video is a projection of future behavior and they must be able to self-reflect upon their own capabilities (Clark & Kehle, 1992).

Overall, it is proposed that self-modeling procedures are relatively economical (Clark, et al., 2000), and perhaps are the least restrictive, least intrusive, short-term, and most effective intervention for the modification of specific behaviors (Bray & Kehle, 1996). Video self-modeling allows children to watch themselves engaged in functional behaviors and makes focus of what they can and are able to do (Murphy, 2001).

Self Efficacy

Self-efficacy was introduced by Alfred Bandura in 1963 as an expansion of social-cognitive theory (Pajares, 1997). Bandura (1994) defined self-efficacy as people's beliefs about their competency to perform specific behaviors. In turn, self-efficacy beliefs determine how people think, feel, motivate, and behave. Together, individuals' beliefs about their own competencies and their past performances influence the choices they make and the courses of action they pursue (Pajares & Schunk, 2001). On account that self-efficacy has such a notable impact on individuals' behavior, thinking, and motivation, the concept has been applied to the area of school achievement and school behavior (Schwarzer & Scholz, 1997).

Children with a strong sense of self-efficacy characteristically show an increase in individual accomplishment and stronger personal well-beings (Bandura, 1994). These individuals need little assurance as to their capabilities and "approach difficult tasks as challenges to be mastered rather than as threats to be avoided" (p. 71). According to Bandura (1994), this strong sense of self-efficacy fosters intrinsic interest and deep engrossment in activities. In the academic setting, this translates into high self-efficacious children that are

intrinsically motivated to succeed in school and may become much more involved in academic activities when compared with children with low self-efficacy. Additionally, these children will sustain their efforts despite failure and quickly recover their sense of efficacy after failures or setbacks. Furthermore, they attribute their failure to a lack of effort or knowledge rather than attribute their failure to external factors.

In contrast, children who doubt their capabilities shy away from difficult tasks, have low aspirations, and often a weak commitment to their goals. When confronted with difficult and demanding tasks, these children will dwell on their personal deficiencies, the obstacles they will encounter, and adverse outcomes. Rather than concentrating on how to perform difficult tasks successfully, children with low self-efficacy often give up quickly and recover their sense of efficacy more slowly (Bandura, 1994). Thus, educational research has begun to recognize the importance that self-efficacy has upon the area of school achievement but also school related behavior (Parjares & Schunk, 2001).

Efficacy beliefs help determine how much effort the child will expend on an activity, how long they will persevere when faced with obstacles, and how resilient they are in the face of adverse situations (Parjares & Schunk, 2001). For example, a child with low self-efficacy that has experienced little success during classroom participation will raise their hands less often when faced with difficult questions. The avoidance and lack of success during classroom participation times constantly reinforces less hand-raising behavior.

Bandura conceptualized self-efficacy as being situation specific; that is, children can have more or less firm beliefs in different domains or situations (Schwarzer & Scholz, 1997). The feeling of capability in a particular situation may or may not carry over into different types of settings since some situations are more generalizable. In the academic setting, this may translate

into a child who feels competent in their ability to ask questions during their homeroom class, but their perceived competency does not generalize to the other classes. Pajares and Schunk (2001) support that “self-efficacy beliefs are especially sensitive to the contextual variation in a particular task or activity” (p. 241). In the school, a student’s self-efficacy about writing may depend on whether he or she is asked to write an essay, poem, or short story. The child’s confidence can shift depending on what task or behavior they are asked to complete, and the child can gauge their own confidence on very specific behaviors.

Thus far in the review, the research shows that children’s self-efficacy, or their perceived beliefs about their capabilities, directly translates into increased academic success. Beyond academic achievement, researchers have shown self-efficacy beliefs to be positively correlated with mental ability and other self-beliefs about achievement (Pajares & Schunk, 2001). Therefore, educators have shown an increased concern for what factors increase student self-efficacy. Bandura (1994) stated that there are four main sources of influence upon children’s self-efficacy.

First, the most effective way of creating a strong sense of efficacy is through mastery of experiences. When children succeed, they build strong beliefs in their own competency. Children with strong self-efficacy are most resilient to failure, but in children where their sense of self-efficacy is still being established, failure can severely undermine their self-efficacy. However, Bandura (1994) clarifies that children that experience quick successes often come to expect quick results and are easily discouraged by failure. Thus, children with the most resilient sense of self-efficacy are those whom have experienced obstacles and have overcome them through perseverance and sustained effort. Bandura stated (1994) “Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires

sustained effort” (p. 72). Overall, these children become convinced they have what it takes to succeed and persevere in the face of adversity. Bandura suggested that self-efficacy is increased exponentially when individuals experience outcomes better than the one they expected (McIntire & Levine, 1991).

According to Bandura (1994), the second way to increase one’s sense of self-efficacy is through vicarious experiences provided by social models. When individuals see people similar to themselves succeed through sustained effort, they in turn increase their own beliefs about their competencies. On the contrary, when individuals observe others fail despite high levels of effort, this undermines their own sense of self-efficacy. The impact of modeling on self-efficacy is strongly correlated with the individual’s perceived similarity to the model. In the classroom, a female child that sees another female friend, who she perceives as similar, will model that child much stronger than another child she perceives as opposite.

The third way to increase individual’s self-efficacy is through social persuasion. Children that are verbally persuaded that they possess the capabilities to perform successfully are likely to put forth more effort. However, unrealistic boosting of a child’s sense of self-efficacy can lead to disaster if they experience quick failure despite their effort. Educators can help increase student efficacy by structuring situations that will bring success and by avoiding the premature placement of children in situations where they are likely to fail.

Lastly, self-efficacy is partially dependent on the child’s physical and emotional state. Research shows that when children are in a positive mood, their sense of self-efficacy is enhanced while low moods diminish self-efficacy (Bandura, 1994). Altogether, intrinsic motivation and the sense of being capable of handling life’s situations play a major role in the foundation of children’s success.

In sum, healthy children need to have a sense that they are capable of handling everyday challenges (Niefert, 1997). Children have a natural need to think highly of themselves. In order for this need to be satisfied, children must believe that they are capable of doing well and succeeding in a multitude of ways. Children discover and develop much of their sense of who they are and what they can do through their classroom experiences. A child's underlying beliefs behind these successes or failures helps to form their expectations for the future (Apter, 1997).

Role of Self-Efficacy on Video Self-Modeling

As stated before, video self-modeling is based on Bandura's theory that humans are able to learn by observing a model without actually experiencing the behavior firsthand (Hitchcock et al., 2003). Through repeated observation of themselves performing new tasks or showing exemplary behavior, the child learns to model from what they see on the edited videotape, which is themselves. The current section will further explore which aspects of video self-modeling and Bandura's self-efficacy theory coincide most closely.

Bandura (1994) stated that the most effective way of creating a strong sense of self-efficacy is through mastery of experiences, which is the process that occurs during video self-modeling interventions. During the intervention, the child may learn skills and practice the behavior for the videotaping process. For example, a video self-modeling intervention that modifies off-task behavior, the child would watch him/herself and model their on-task behavior that is depicted in the video.

As already mentioned, the second way to increase self efficacy is through vicarious experiences provided by social models. When individuals see others they view similar to themselves succeed through hard work, it raises their own sense of self-efficacy (Bandura, 1994). Self-modeling proves to be an effective intervention to support behavior change through

imitative learning. Imitation and observational learning influences much of a child's early learning. The following factors have shown to be influential on imitation learning: the observer's perceptions of model attractiveness, impressions of model status, prestige, and power. Perhaps one of the strongest influences on modeled learning is the observer's sense of perceived similarity with the model (Clark & Kehle, 1992). Therefore, the "extent to which we identify with a model has a large bearing on whether or not we choose to imitate" (Thelen, Fry, Fehrenbach, & Frautschi, 1979; as cited in Clark & Kehle, 1992, p.246). Thus, video self-modeling interventions capitalize on this concept by having the child model the person they identify with most—theirself. Together, having the mastery experience and modeling an exemplary depiction of oneself maximizes the effectiveness of the intervention.

Summary

There is a considerable amount of literature regarding the effectiveness of video self-modeling interventions on a large array of academic and behavioral problems within the educational settings. As the research has pointed out, Bandura's concept of self-efficacy appears to play a major role in the effectiveness of video self-modeling interventions. Students who have experiences of mastering difficult tasks develop stronger senses of self-efficacy and in turn, gain interest, motivation, and are more resilient to failure.

Knowledge of the relationship between self-efficacy and video self-modeling interventions will help educators tailor interventions to be most efficient and effective. Overall, this information can help researchers and educators better understand why video self-modeling interventions yield strong maintenance rates and why the intervention is so effective across a variety of domains.

CHAPTER THREE

SUMMARY AND DISCUSSION

The research has shown that children with low senses of self-efficacy doubt their capabilities and shy away from difficult tasks. Children with low self-efficacy characteristically have low aspirations, weak commitment to their goals, and dwell on their personal deficiencies. When confronted with difficult and demanding tasks these children focus on the obstacles ahead and the unfavorable outcomes. Such beliefs about one's capabilities make it difficult for students to achieve to their highest potential. Therefore, an immense need exists for effective interventions that not only modify student behaviors but also increase students' self-efficacy.

Fortunately, video self-modeling interventions prove to do both; the interventions effectively and efficiently help modify target behaviors, such as classroom participation, and increase the student's self-efficacy. As more research emerges about the need to increase student's self-efficacy in academic settings, the more popularity video self-modeling intervention may gain. Currently, the intervention supports use with disruptive behaviors (Clare et al., 2000), classroom behaviors (Hartley, Bray, & Kehle, 1998), and language concerns (Bray & Kehle, 1996; Hepting & Goldstein, 1996). Specifically, Hitchcock et al., (2003) reviewed 18 self-modeling studies, and found that the interventions were successful at modifying targeted behaviors, and that students are able to generalize across settings and maintain the modified behaviors across time.

In sum, there are a variety of behavioral interventions that are used for children in the schools with a variety of educational and behavioral needs. These behavioral interventions are

arranged to meet a pivotal need that is impacting the educational process. Often, the students that are in need of behavioral interventions are also the students that have low senses of self-efficacy. Therefore, it is imperative that effective behavioral interventions, such as video self-modeling, address the problematic behavior and the student's low sense of self-efficacy.

Limitations of Literature Review

This literature review inherently has several limitations. While this researcher attempted to be exhaustive in reviewing all the literature available on video self-modeling and self-efficacy, some research may have been overlooked. Thus, the current reviewer may present a biased view regarding the video self-modeling and the impact of self-efficacy. Furthermore, other behavioral interventions that impact an individual's self efficacy were not discussed in depth. Additionally, this literature review does not contribute new information to the field of education because it simply summarizes previous research.

Limitations of Video Self-Modeling

There are several limitations of the research on video self-modeling interventions. While research exists regarding the specific effects of video self-modeling, it is difficult to determine which dependent variables, for example, classroom behaviors or disruptive behaviors, yield the most successful results. In addition, the generalizability of video self-modeling interventions is questionable due to the small samples of students. Although there are many studies that indicate positive results, it is difficult to predict effectiveness with behaviors that have not been tested.

Implications for Future Research

Further research is needed regarding the use of video self-modeling interventions in modifying a variety of children's behaviors, including adaptive and functional skills within the

school setting. Specifically, this research could hold great importance for children with mental retardation or autism. With effective video self-modeling interventions, these children may be better equipped to be included in the general education classroom.

More research is also needed on video self-modeling effectiveness with social interactions among peers. Most of the research reviewed focused upon disruptive and classroom behaviors, and very little on social skills with peers. Additionally, more research is needed to specifically examine how age and developmental factors impact the effectiveness of the intervention. Buggy (1995) found positive results with preschool-age groups; however, further examination of the effectiveness of the intervention with this age group should also be considered.

A majority of the research examined the effectiveness of video self-modeling interventions in the classroom. Future research is needed on the interventions effectiveness beyond academic areas, such as physical education, playground, or after-school programs. Lastly, preliminary research by Dorwick is evidencing an additive effect when combined with other interventions. Future research could further examine the additive effect that video self-modeling interventions have when used in conjunction (cited in Hitchcock et al., 2003).

Implications for Practice

Video self-modeling interventions have received a large amount of support as an effective way to work with a variety of academic and behavioral needs in the educational setting. Thus, there exist many valuable implications for use of video self-modeling in school settings. Because children of all ages, preschool to high school students, have achieved success, video self-modeling can be used at all grade levels. Furthermore, video self-modeling can be used across many different domains, and allows interventionists to specifically target the behavior or

skills that are pivotal to the child's learning and development. Another valuable implication for use of this intervention is that the effects of the video self-modeling are usually immediate and dramatic. The intervention can be used with behaviors that may have been resilient to interventions, such as stuttering and selective mutism.

Additionally, video self-modeling may be time and cost effective for educators, when compared with other instructional methods, such as direct instruction. The research has also shown video self-modeling to be successful when combined with other interventions already in place, such as reward systems (Hitchcock et al., 2003). Educators want to employ interventions that are not only effective in the short-term, but interventions that allow the child to learn skills and maintain those skills. With knowledge of video self-modeling interventions, educators will be equipped with an effective intervention that can be used where other interventions have not been as successful.

Summary

In the educational system, many children with and without disabilities are in need efficient and unobtrusive interventions that prove effective. While many behavioral interventions exist to modify classroom behaviors and disruptive behaviors, it is shown that interventions that directly improve the participant's self-efficacy are most effective over the short- and long-term.

Overall, this research has reviewed the existing literature on self-efficacy and video self-modeling behavioral interventions. A critical analysis of the relevant literature included directions for future research and practice.

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