The Technological Barriers of Using Video Modeling in the Classroom

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The purpose of this investigation is to identify the technological barriers teachers encounter when attempting to implement video modeling in the classroom. Video modeling is an emerging evidence-based intervention method used with individuals with autism. Research has shown the positive effects video modeling can have on its recipients. Educators working with individuals with autism have encountered numerous barriers when implementing video modeling as an intervention strategy. Therefore, this project attempts to discover potential barriers on the topic of video modeling and possible solutions to the problem.

Keywords: Video modeling, teacher training, technology