

TECHNIQUE OF BEHAVIOUR THERAPY: MODELING

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MODELING

- Modeling is the technique of behaviour modification proposed by Albert Bandura.
- It is relatively simple and is designed to assist clients in learning new behavior patterns.
- It is based on the principle of observational learning.
- Two things that are needed in modeling are: Ideal Model and Modeled behaviour or Desired Behaviour by the model (to be learned by the client)
- **What is modeling then? It is learning through observation.**

**For example, a client may accompany the therapist to a store to observe the assertive return of faulty merchandise. Therapists may perform several target behaviors, which the client imitates and then adopts into his or her own repertoire.*

**<https://www.barnardhealth.us/behavior-therapy/arnold-a-lazarus.html>*

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- In modeling, first of all, the client is given an opportunity and appropriate context to observe the desired behaviour which we want to teach the client.
*For example, if a therapist is trying to teach the social skills necessary for successfully greeting a new person, the therapist should arrange a situation in which the client can observe one person demonstrate the necessary skills while interacting with a second person, perhaps in the waiting room or other similar situation. (Example copied from the encyclopaedia of psychotherapy)
- The clients are told to repeat the behaviour what was taught them through modeling. It is assumed that the client must be able to demonstrate an imitative response/behaviour learned through simply observation. Repetition of modelled behaviour is essential frequently for learner/client to exhibit correct imitation. Therefore, to facilitate generalized learning, the imitated behavior should be modelled in distinguished conditions and context.
- It is important that after each copied behaviour, corrective and positive feedback should be given performed in different situations and context.

Types of Modeling

- **Symbolic modeling** : Different modeling formats, such as use of video, film, slide presentation, and so on are used. With symbolic modeling, the model is somehow recorded while demonstrating the desired/modeled responses/behaviour. Then, the client is exposed to the recorded version of the modeling demonstration.
- **Covert modeling**: In this, behaviour modification are done through use of imagery. The client is instructed to imagine the model demonstrating the desired response, rather than actually witnessing the situation. For covert modeling, it is needed that the observer must be able to create detailed cognitive/ mental images.
- **Live, or *in vivo*, modeling**: In this, the live models are presented and they perform that behaviour which we want client to learn.

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*MODELING _TYPES THROUGH VISUALS



his spider monkey learned to drink water from a plastic bottle by seeing the behavior modeled by a human. (credit: U.S. Air Force, Senior Airman Kasey Close)



(a)



(b)

(a) Yoga students learn by observation as their yoga instructor demonstrates the correct stance and movement for her students (live model). (b) Models don't have to be present for learning to occur: through symbolic modeling, this child can learn a behavior by watching someone demonstrate it on television. (credit a: modification of work by Tony Cecala; credit b: modification of work by Andrew Hyde)

* <https://courses.lumenlearning.com/suny-hccc-ss-151-1/chapter/observational-learning-modeling/>

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STEPS FOR MODELING

- In short, modeling, known as observational learning or imitation, is a behaviourally based procedure which involves the use of live or symbolic models to demonstrate a particular behavior, thought, or attitude that a client may want to acquire or change. Sometimes it is called vicarious learning, as the client need not really perform the behavior in order to learn it.
- Attention: Paying attention on desired/modeled behaviour.
- Retention: Keeping the desired/modeled behaviour in memory.
- Motivation: Intrinsic motivation to copy the behaviour.
- Motoric reproduction : Acting out the desired/modeled behaviour in real life.

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According to Albert Bandura, the effectiveness of modelling gets affected by following factors:

- The success of copied behaviour is dependent upon the way desired behaviour is exhibited. If the desired behaviour is not exhibited properly the desired result will never be achieved.
- Further, age, gender, culture, race, SES of model also affects modelling. It is believed that modelling is more likely to produce the desired impact if the model is similar to the observer(s), or has a high status. More precisely, modelling is effective when an adult client is working with an adult model.
- Modelled behaviour should be based on client's abilities and developmental level.
- The observer has to observe the model for the exposure to have an effect.

*Length of treatment using Modeling

- Usually modelling is a short term approach but sometimes it may take longer time. Such as in condition where the sessions requires in vivo (real life) treatments as it occurs outside the therapist workplace.
- Other considerations are the nature of the client's problem; the client's willingness to do homework; the client's financial resources; and the presence and extent of the client's support network.
- The therapist's length of experience and personal style also affect the length of therapy.
- *There are, however, guidelines of treatment length for some disorders. For instance, treatment of obsessive-compulsive disorder may require five weekly sessions for approximately three weeks, with weekly follow-up sessions for several months. Depressive disorders may require three to six months, with the client experiencing short-term relief after three to four weeks of treatment.*
- *General anxiety disorder may also take several months of weekly sessions. The length of treatment depends on the ability to define and assess the target behaviors. Clients may meet with the therapist several times a week at the beginning of treatment; then weekly for several months; then monthly for follow-up sessions that may become fewer in number or spaced more widely until therapy is terminated.*

* <http://www.minddisorders.com/Kau-Nu/Modeling.html>

Effects of Modeling

To ensure that generalization occurs and clients will use their new skills, several "transfer-enhancers" are used to see the successful transfer of training. They are as follows:

- The clients are briefed about the appropriate rationales and concepts, rules, or strategies for using skills properly.
- Through modeling, the client gets huge opportunity to practice new skills correctly and successfully.
- Further, it gives clients an opportunities to practice their new skills in a variety of physical and interpersonal settings.
- In Modeling, the treatment setting are much like the real-life situation as possible.
- It gives clients appropriate external social reinforcement and thereby, encouraging internal self-reinforcement to use their skills successfully in real life.

Application of Modeling in Various Context

- Modeling has also been used effectively in anger management and in abuse cases who frequently lack important behavioural skills.
- It is helpful in treating individuals with anxiety disorders, post-traumatic stress disorder, specific phobias, obsessive-compulsive disorder, eating disorders, attention-deficit/hyperactivity disorder, and conduct disorder .
- It is also widely used in helping individuals acquire such social skills as public speaking or assertiveness. People who lack assertiveness, including the ability to say "no" are being treated through modeling.

Advantages

- It is cost effective because demonstration of a skill requires minimal cost of resources.
- This is an interactive approach where the trainer direct and learner witnesses a demonstration. Further, the trainer can visit with each participant to evaluate their attempts at the skill and correct.
- Learning in this technique focuses largely on learner attempting the skill. The learner gets the opportunity to interact with their peers, collaborate and discuss their learning with the instructor in real life situations. This allows for the learner to determine the course of the session as it leaves a great deal of space for participation and questions.

Disadvantages

- In this method, there lacks a scope for creativity as the training provides the learner with one model for which to perform a skill. Rather than allowing the learner to complete a task using their own creativity you limit the learner by allowing completion by following one set of prescribed tasks.
- In order to get the positive results, the trainer should be expert in using techniques for behaviour modification. The trainer has the opportunity to teach the learner a skill by demonstrating it themselves so must be competent in the skill they are attempting to train to avoid teaching it incorrectly. If the training is for a very specific skill the trainer may need to be outsourced to find an expert and this becomes expensive.
- Modelling utilizes a simplistic behaviour models. As training sessions are limited and resources are therefore, behaviour are performed in its simplest form.
- In this technique, the theory is skipped over as the primary purpose of the learning theory is to display a skill that encourage trainees to replicate it. Trainees do not see underlying theories and concepts as their focus is on the action itself.
- Since, this technique involves repetitive learning as it encourages trainees to practice. In addition to this, it appeals only to those learners who get benefit from physically doing what they have just seen as a method for learning (Ormrod, & Davis, 2004).

References & Suggested Readings

- Read more: <http://www.minddisorders.com/Kau-Nu/Modeling.html#ixzz6KWny9H42>
- <http://www.minddisorders.com/Kau-Nu/Modeling.html>
- <https://psychology.jrank.org/pages/428/Modeling.html>
- <https://behaviourmodelling.weebly.com/advantages--disadvantages.html>
- <http://onlinelibrary.wiley.com/doi/10.1002/npr.4040070306/pdf>
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