The effects of video self-modelling on three children with dog fears

The aim of this study was to measure the effects of video self-modelling on three children with dog fears aged between 7 and 13 years old. The study also aimed to teach these three children appropriate dog safety techniques and dog body language identification skills which they could use in everyday life. All three participants were recruited through school newsletters. The three participants attended two meetings with the researcher to discuss their dog fears and what they wanted to achieve from taking part in the study. Videos of each participant were then created to depict the participants being within the same environment as a dog while acting calm and displaying coping skills. Participants were also given hypothetical scenarios of where they may encounter a dog and were asked to rate their fear level. A book was created to teach the participants how to read a dog's body language and how to behave around dogs. Participants viewed their videos and read their books for two weeks. They then went back to the same setting of the video with a real life dog and were asked to rate their fear levels for the same hypothetical scenarios. Results showed an overall decrease in reported fear levels in two of the three participants, with the third participant showing variable fear levels. It can be concluded that the video along with the book had positive effects on the participants' fear levels and knowledge about dog behaviour. One major limitation of this study is whether the video or the book alone or a combination of both was responsible for the participants' results and behaviour changes.
The SPQ fear of dogs item has been found to correlate well with the Dog Phobia Questionnaire ($r = 0.73$ for fear and $0.60$ for interference) (Vorstenbosch et al., 2012). In the current study we found Cronbach alphas of 0.93 for fear items, and 0.95 for avoidance items. Psychometric analysis of the full SPQ is currently underway. In accordance with a Three-Systems model of phobic fear, five subjects were classified as physiological responders and five subjects were classified as cognitive responders. It was assumed that SIT would be a consonant treatment method for the cognitive responders and a non-consonant method for the physiological responders. The effect of behavioral therapy on dog phobia response patterns. Anthrozoos, 14, 29e37. Video modeling is a well-validated intervention documented in the behavioral sciences. The long-term effectiveness and clinical significance of three cost-effective training programs for families with conduct-problem children. Journal of Consulting & Clinical Psychology, 57, 550-553. Webster-Stratton C. (1990). Effects of video self-modeling on spontaneous requesting in children with autism. Journal of Positive Behavior Interventions, 5, 30-36. Address for Correspondence: Blythe Corbett, Ph.D. M.I.N.D. Institute University of California, Davis 2825 50th Street Sacramento, CA 95817 U.S.A. Tel: (916) 703-0232 Fax: (916) 703-0244 blythe.corbett@ucdmc.ucdavis.edu.