

A Brief Overview of Research done in the Last Three Years

Research based on the now-proven power of video modeling to rapidly teach skills to special needs children have multiplied dramatically in the last several years. The following is a sampling of the studies done between 2011 and 2014.

Cihak, D. F., Smith, C. C., Cornett, A., & Coleman, M. B. (2012). The use of video modeling with the Picture Exchange Communication System to increase independent communicative initiations in preschoolers with autism and developmental delays. Focus on Autism and Other Developmental Disabilities, 27(1), 3-11.

The use of video modeling (VM) procedures in conjunction with the picture exchange communication system (PECS) to increase independent communicative initiations in preschool-age students was evaluated in this study. The four participants were 3-year-old children with limited communication skills prior to the intervention. Two of the students had been diagnosed with autism and two students exhibited developmental delays. An alternating treatments design was used to examine the effects of using VM as a priming technique to enhance the efficacy of students acquiring PECS and increasing the number of independent communicative initiations. Based on the data, the authors concluded that all students learned to use PECS and increased the number of independent communicative initiations; however, the students' rate of learning was quicker when using VM.

Ergenekon, Y. (2012). Teaching basic first-aid skills against some accidents to children with autism through video modeling. Educational Sciences: Theory & Practice, 12(4), 2759-2766.

Applying first-aid skills was taught to three inclusion students with autism through "first-aid skills training package". In the study multiple probe design with probe trials across behaviors was used. The findings indicated that first-aid skills training package was effective and the subjects maintained and generalized their acquired skills to the cuts, abrasions, and minor burns on their own or researcher's different parts of body and to different materials. Social validity data that was collected through social comparison revealed that the subjects could not accomplish these target behaviors before the intervention but their peers with normal development could accomplish these skills at 78% level.

Hart, J. E., & Whalon, K. J. (2012). Using video self-modeling via iPads to increase academic responding of an adolescent with Autism Spectrum Disorder and Intellectual Disability. Education and Training in Autism and Developmental Disabilities, 47(4), 438.

Using an ABAB reversal design, this study examined the impact of VSM, delivered using a video iPad, on the academic responding of a secondary student with ASD and intellectual disability during science instruction. Results indicated positive treatment effects, with the participant increasing correct, unprompted academic responding during the VSM intervention, decreasing such responses when VSM was withdrawn, and increasing response rate when the intervention was re-introduced.

Ozen, A., Batu, S., & Birkan, B. (2012). *Teaching play skills to children with autism through video modeling: Small group arrangement and observational learning. Education and Training in Autism and Developmental Disabilities, 47*(1), 84-96.

The purpose of the present study was to examine if video modeling was an effective way of teaching sociodramatic play skills to individuals with autism in a small group arrangement. Besides maintenance, observational learning and social validation data were collected. Three 9-year-old boys with autism participated in the study. Multiple probe design across behaviors was used to examine the effectiveness of video modeling. Results of the study revealed that participants acquired their own roles via video modeling. They also maintained the skills they learned two weeks after the training sessions were completed. Observational learning data were also very positive with all participants. As a result, it can be said that video modeling was effective in teaching sociodramatic play skills to children with autism.

Plavnick, J. B. (2012). *A practical strategy for teaching a child with autism to attend to and imitate a portable video model. Research and Practice for Persons with Severe Disabilities, 37*(4), 263-270.

The present investigation used a changing criterion design to examine the effects of prompting and reinforcement on the attending to smartphone behavior of a 4-year-old child with autism. The participant demonstrated a rapid increase in the duration of attending to a portable video screen; video modeling was then used to teach the participant to request preferred events using picture exchange. Explicit instruction in attending to video can be an important skill to teach children with autism as it can lead to the acquisition of new skills via video modeling.

Scheflen, S., Freeman, S. N., & Paparella, T. (2012). *Using video modeling to teach young children with autism developmentally appropriate play and connected Speech. Education and Training in Autism and Developmental Disabilities, 47*(3), 302-318.

Four Children with autism were taught play skills through the use of video modeling. Video instruction was used to model play and appropriate language through a developmental sequence of play levels integrated with language techniques. Results showed that children with autism could successfully use video modeling to learn how to play appropriately with toys in both structured and generalized situations, although the speed with which the progression was made was not uniform. In addition, some children showed an increase in the frequency and complexity of their language used when playing.

Cardon, T. A., & Wilcox, M. J. (2011). *Promoting imitation in young children with autism: A comparison of reciprocal imitation training and video modeling. Journal of Autism Developmental Disorder, 41*, 654-666.

In this randomized controlled trial, six children with ASD were taught imitation using reciprocal imitation training and video modeling. Both groups showed improvement in social interaction skills.

Zisimopoulos, D., Sigafos, J., & Koutromanos, G. (2011). *Using video prompting and constant time delay to teach an Internet search basic skill to students with intellectual disabilities. Education and Training in Autism and Developmental Disabilities, 46*(2), 238-50.

Three students were taught how to access the Internet and download photos using video prompting and time delay procedures. Learners generalized their skills to a novel setting, materials, and adults.

Charlop, M.H., Dennis, B., Carpenter, M.H., & Greenberg, A.L. (2010). *Teaching socially expressive behaviors to children with autism through video modeling. Education and Treatment of Children, 33*(3), 371-393.

Three boys with ASD between 7-11 years of age were taught appropriate gestures, facial expressions, intonation, and verbal responses when presented with several situations (e.g., someone shows you a big toy or takes away your toy) using a video-modeling intervention within a multiple-baseline-across-participants design. Three to four viewings of the videos for each situation produced clear increases in the boys' use of the appropriate skills when presented with the opportunity to do so by the teacher, by peers, and in the natural environment.

Kleeberger, V. & Mirenda, P. (2010). *Teaching generalized imitation skills to a preschooler with autism using video modeling. Journal of Positive Behavior Interventions, 12*(2), 116-127.

This study reports the successful use of a package of video-modeling, prompting, and reinforcement to establish specific and generalized imitation in a 4-year-old boy with ASD. Using a multiple-baseline-across-imitative targets design, the experimenters demonstrated that both specific imitation of the target skill and generalization to similar untaught targets emerged after the intervention package was introduced.