The Effectiveness Of Video Modeling To Teach Social Skills To Young Adults with Autism Spectrum Disorder

Jasmine Perdue MS, Brian McKevitt PhD, Lisa Kelly-Vance PhD, Troy Romero PhD, & Mitzi Ritzman PhD

Abstract

This presentation describes the results of a research study that examined the use of video modeling to teach three different social skill behaviors to young adults with Autism Spectrum Disorder (ASD). In addition, the study looks at the differences between video modeling instruction of social skills and general lecture format instruction of social skills. Participants will gain an increased knowledge on effective social skills instructional strategies for individuals with ASD.

Method

Participants

- Five young adults with high functioning ASD participated in this study. Participants were selected from the Transitions program.
- Participants ranged in ages from 20-26; there were four male participants and one female participant.
- Video modeling is thought to be one of the more beneficial tools in learning new social skills.

Setting & Materials

- Transitions program for young adults with ASD who need to improve their social skills.
- The social skills lessons occur once a month in a university classroom and target various social skill behaviors (Buck, McKevitt, Romero & Kelly-Vance, 2012).
- A tablet computer was used to create a video for each targeted social skill, the videos lasted approximately 8 minutes. The beginning of the video took two minutes to describe the appropriate behaviors, the following 3 minutes showed examples with a 30 second review and another 3 minutes showing non-examples with a 30 second review. The last two minutes of the video reviewed the entire demonstration of the targeted behavior.
- A PowerPoint presentation was used to create the traditional lecture style instruction. The PowerPoint presentation consisted of 8 slides; slides 1-2 and 7-8 consisted of program information. Slides 3-6 gave the definition, examples, and non-examples of the targeted skill. Slide 6 reviewed the targeted skill.

Experimental Design

- Two groups, a video modeling group and a traditional lecture group, used a multiple baseline design, measuring the three target behaviors across five participants at each monthly meeting.

Target Behavior Definitions

- Appropriate verbal engagement is defined as using appropriate means of communicating with others. Examples include staying on topic, contributing relevant information, speaking in turn when no one else is talking, answering when called on. Non-examples include interrupting when someone else is talking, and talking off topic.
- Non-verbal engagement is defined as showing engagement by communicating non-verbally. Examples include nodding head, eye contact, sitting in an upright position facing the person talking. Non-examples include no eye contact, sitting in a slouch position not facing the person talking, head looking around the room.
- Food etiquette is defined as following proper manners when eating and socializing. Examples are eating using the fork, leaving crumbs on the table. Non-examples include eating with fingers, leaving crumbs on the table.

Procedure

- The participants were randomly split into two groups, one that received traditional lecture instruction and one that received video modeling instruction.
- Data were collected for all five participants on the three target behaviors during months 1-4. At the beginning of the lesson the participants watched a video of the appropriate modeling of the behavior targeted for that month. Following the video, participants ate food and socialized for 20 minutes. At the end of the session, data were collected using a partial interval recording system described above.
- The participants in the traditional lecture group had a presentation which consisted of a PowerPoint presentation identical to what was said in the video. The time length of the lecture format instruction was approximately 20 minutes. Following the traditional lecture instruction of the targeted skill, participants ate and socialized for 20 minutes while data were collected using partial interval recording.

Results

- The goal of the intervention was to see a greater increase in the three targeted social skill behaviors, appropriate verbal engagement, non-verbal engagement, and food etiquette through the use of video modeling instruction.
- Results from the study indicated there were increases in each of the targeted behaviors for both the video modeling group and the traditional lecture group (See Figures 1 & 2 and Table 1).
- There were more substantial increases made for those participants in the video modeling group than those in the traditional lecture group.

Hypotheses

- It was hypothesized that there would be improvements in the targeted social skill behaviors for those participants that received video modeling instruction and traditional lecture instruction.
- It was hypothesized that participants in the video modeling instruction group would show greater improvements in the targeted social skill behaviors.

Introduction

- The purpose of this study is to determine if video modeling is effective in teaching young adults with Autism Spectrum Disorder (ASD) appropriate social skills.
- This study examined the effectiveness of video modeling on three specific behaviors that have been identified as areas of difficulty for three young adults with ASD.
- Video modeling is thought to be one of the more beneficial tools in learning due to visually cue instruction favoring individuals with ASD (Allen et al., 2010).
- A study done by Allen et al. (2010) targeting vocational skills among young adults with ASD found use of video modeling effective in teaching vocational skills to individuals with ASD.
- The specific research questions addressed in the study were the following: Is video modeling instruction effective for teaching three targeted social skill behaviors to young adults with ASD? How does video modeling instruction compare to traditional lecture instruction in regards to improving social skill behaviors for young adults with ASD?

Results (cont’d)

Discussion

- General findings were that all five participants improved in the three targeted behaviors.
- Results indicated video modeling worked better for the participants in the study to improve in their social skills.
- Greater increases could be due to the video providing a shorter means of direct instruction versus a 20 minute lecture on the skill. It could also be that the video modeling was a new instruction tool that was introduced to the group so it grabbed their attention more.
- Limitations were that data were collected once monthly and that both participants in the video modeling group missed one month of data collection.
- Future research in this area should continue review of video modeling to teach individuals with ASD with a focus specifically on young adults. Future research should also focus on generalization of the skills to see if the skills can transfer to alternative settings (i.e. work and home).

References

Buck, C. R., McKevitt, B. C., Romero, T., & Kelly-Vance, L. (2012). The effects of a peer mediated social skills program for young adults with Asperger’s Syndrome. Unpublished manuscript, Department of Psychology, University of Nebraska at Omaha, Omaha, Nebraska.

For more information about UNO’s school psychology program, visit www.unomaha.edu/schoolpsych