

VIDEO MODELING

CHARACTERISTICS OVERVIEW CHART

Verbal Skills	Grade Levels	Cognitive Level	Areas Addressed
<input checked="" type="checkbox"/> Nonverbal	<input checked="" type="checkbox"/> PK	<input checked="" type="checkbox"/> Classic	<input checked="" type="checkbox"/> (Pre)Academic/Cognitive/Academic
<input checked="" type="checkbox"/> Mixed	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> High	<input checked="" type="checkbox"/> Adaptive Behavior/Daily Living
<input checked="" type="checkbox"/> Verbal	<input checked="" type="checkbox"/> Middle/High	Functioning	<input checked="" type="checkbox"/> Behavior
			<input checked="" type="checkbox"/> Communication/Speech
			<input checked="" type="checkbox"/> Social/Emotional

BRIEF INTRODUCTION

Video modeling combines the concept of modeling and video demonstration as visual cues. Video modeling has proven to be an effective strategy for individuals with autism (AU) (Bellini & Akullian, 2007).

DESCRIPTION

Video modeling is a teaching method used to promote desired behavior and interactions. Using this approach, the student observes a video of a peer, adult, or himself engaging in a targeted behavior. Video modeling is also very useful when the student has mastered individual skills but does not know how to combine them. For example, a child may know the individual steps required to put on his coat but not know how to combine them to perform this task himself. Video modeling can be used across many areas, such as self-help skills, communication skills, social behaviors, or academic behaviors.

The basic concept of video modeling is learning through observation. One of its benefits is that a student can learn without actually being in the various situations. Examples of video modeling include:

- Purchasing items at a store
- Communication skills (e.g., complimenting, greeting, or socially initiating words)

- Washing hands
- Playing with others
- Getting lunch
- Using a microwave oven
- Following a teacher's directions
- Making a sandwich

STEPS

The following steps are used when implementing video modeling:

1. Determine the target behavior
2. Decide who should demonstrate the behavior on the video – self, adult, or peer
3. Set up the scenario to be videotaped
4. Videotape the scene
5. Show the video to the student and discuss the behavior portrayed
6. Encourage the student to practice the behavior she saw on the videotape

BRIEF EXAMPLE

Luke, a seventh-grade student with classic AU, had only used the bathroom accompanied by adults. His educational team and parents wanted Luke to learn to independently go into a bathroom at school or on a community outing.

Mr. Johnson, the resource teacher, decided to use video modeling to teach Luke how to use the men's bathroom and the unspoken rules that apply. He created a scenario to videotape about the dos and don'ts related to the boys' bathroom, including choosing the correct urinal or stall, manners while using a urinal, flushing the urinal, and washing and drying hands appropriately. He recruited peers who could demonstrate those behaviors based on the scenario and made the video. Then he introduced the video to Luke and subsequently replayed it on a daily basis. Luke and Mr. Johnson

practiced going to a bathroom. In addition, a copy of the videotape was sent home, and Luke’s father agreed to teach Luke about male bathroom manners in their community, such as at the grocery store, mall, and the community library.

TIPS FOR MODIFICATION

Video modeling can be used with social scripts or Social Stories™ to teach social behaviors or situations. It can also be effective for introducing daily schedules or activities. PowerPoint™ is another useful tool in which video and a written script can be embedded.

SUMMARY

Video modeling is an effective visual strategy for teaching behaviors or skills to students with autism. Peers, adults, or the learners themselves can serve as models on the video. This strategy can be applied to various behaviors across multiple settings.

RESEARCH TABLE

Number of Studies	Ages (year)	Sample Size	Area(s) Addressed	Outcome
100+*	2-20	300+*	Social behavior, communication, social orienting, eye contact, conversation skills, toilet training, play and social skills, social sequences, social language, task engagement, social understanding, perspective-taking, purchasing skills, prevocational/vocational skills, classroom rules, pretend play, letter recognition	Generally positive

*Note: Includes studies cited in reviews of literature conducted by Kagohara, D.M. (2010), McCoy & Hermansen (2005), Rayner et al, (2009,) Shukla-Mehta, S., Miller, T., Callahan, K.J. (2010), and Want & Spillane (2009). Some studies appeared in multiple reviews.

STUDIES CITED IN RESEARCH TABLE

1. Allen, K.D., Wallace, D.P., Renes, D., Bowen, S.L. (2010). Use of video modeling to teach vocational skills to adolescents and young adults with autism spectrum disorders. *Education and Training of Children, 33(3)*, 339-349.
Video modeling was used to teach 4 adolescents with ASD to engage in skills needed to perform as a “mascot” in a retail setting. 3 of the 4 participants engaged in above-criteria

levels of mascot-skills in the natural environment following their viewing of the video models.

2. Banda, D.R., Copple, K.S., Koul, R.K., Sancibrian, S.L., Bogschutz, R.J. (2010). Video modeling interventions to teach spontaneous requesting using AAC devices to individuals with autism: a preliminary investigation. *Disability and Rehabilitation, 32(16)*, 1364-1372.
This study reported the evaluation of video modeling to teach requesting using a speech-generating device to two young adult participants with ASD (17 & 21). In a multiple-baseline-across-participants design one of the young men began making spontaneous requests with the SGD following the introduction of the video model intervention, but the second young man did not.
3. Blum-Dimaya, A., Reeve, S.A., Reeve, K.F., Hoch, H. (2010). Teaching children with autism to play a video game using activity schedules and game-embedded simultaneous video modeling. *Education and Treatment of Children, 33(3)*, 351-370.
4 participants with ASD (9, 11, 11, & 12) were taught to play the video game Guitar Hero II© using an activity schedule for setting up, playing, and turning off the game, an imbedded video model in the game, and prompting and reinforcement of behavior from the teacher during daily 15-min teaching sessions. The effect of teaching was evaluated using a multiple-baseline-across-participants design. All four participants learned to play the game and their performances generalized to novel songs they had not seen before during practice.
4. Boudreau, E. & D'Entremont, B. (2010). Improving the pretend play skills of preschoolers with autism spectrum disorders: The effects of video modeling. *Journal of Developmental Physical Disabilities, 22*, 415-431.
2 5-yr old boys with ASD were taught appropriate toy play using a video-modeling procedure. The effectiveness of the procedure was evaluated using a multiple-baseline-across-participants design. Video modeling increased the number of appropriate toy interactions over baseline, and the additional inclusion of reinforcement for appropriate play further increased the amount of appropriate play. The play skills generalized to novel toys with similar characteristics as the model toys, and for one participant, maintained through a 4-week follow-up.
5. 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.
3 boys with ASD between 7-11 yrs 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. 3-4 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.

6. Cihak, D., Fahrenkrog, C., Ayers, K.A., Smith, C. (2010). The use of video modeling via a video iPod and a system of least prompts to improve transitional behaviors for students with autism spectrum disorders in the general education classroom. *Journal of Positive Behavior Interventions, 12(2)*, 103-115.

This study evaluated the effect of video modeling delivered via a video iPod on the correct transitioning of 4 elementary age boys with ASD (Aged 6-8). By providing, removing, and providing the iPod-delivered video models across several weeks of school days the experimenters demonstrated that when the students had access to the iPod models they easily reached several consecutive days of 100% correct transitions during the school day but when the video models were not available they rarely transitioned correctly.

7. Deitchman, C., Reeve, S.A., Reeve, K.F., Progar, P.R. (2010). Incorporating video feedback into self-management training to promote generalization of social initiations by children with autism. *Education and Treatment of Children, 33(3)*, 475-488.

This study evaluated the effect on social initiations of providing video feedback during self-monitoring periods to three elementary school boys with ASD. Using a multiple-baseline-across-participants design, the experimenters demonstrated that following the introduction of video-feedback and self-management for each boy their levels of initiations increased dramatically. Those increases were maintained for the two participants for whom maintenance data were presented.

8. Kagohara, D.M. (2010). Is video-based instruction effective in the rehabilitation of children with autism spectrum disorders? *Developmental Rehabilitation, 13(2)*, 129-140.

44 studies about the use of video-based instruction that included 49 experiments and 131 participants with ASD were reviewed. The most common skills taught were social and communication skills in a school setting. While the authors reported that many of the studies reported favorable results, procedures were not uniformly effective for all participants, and conclusions must be tentative based on the small number of rigorous experimental designs utilized.

9. 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-yr 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.

10. Litras, S., Moore, D.W., Anderson, A. (2010). Using video self-modelled social stories to teach social skills to a young child with autism. *Autism Research and Treatment, 2010*, 1-9.

The study reported the successful use of a video self-modeled social story intervention package to increase three pro-social behaviors of a 3-yr old boy with ASD. Using a multiple-baseline-across-skills design, the experimenters demonstrated that appropriate social skills

only emerged following the introduction of the treatment package. The target skills also generalized to new settings and people. Increases in overall social engagement and verbal communication were also reported, but it was not clear that the increases were directly related to the introduction of the treatment package.

11. Palechka, G. & MacDonald, R. (2010). A comparison of the acquisition of play skills using instructor-created video models and commercially available videos. *Education and Treatment of Children, 33(3)*, 457-474.

This study compared the differences in acquisition of toy play skills for three children with ASD (4, 5, & 5) across two video modeling conditions: use of a commercially-produced video with clay figures and use of an instructor created video with an adult modeling the toy play. The experimenters measured both the appropriate play actions and statements of each participant when playing with toys from each condition. Both types of video modeling increased toy play behavior, but 2 participants engaged in more appropriate toy play in the instructor-created condition while 1 participant showed no difference.

12. Rayner, C.S. (2010). Video-modelling to improve task completion in a child with autism. *Developmental Neurorehabilitation, 13(3)*, 225-230.

This study reports the effects of a video modeling intervention on the task-completion of a 12-yr old boy with ASD. Following the introduction of video modeling the boy quickly began unpacking his bag after school and generalized the behavior to packing his bag before leaving home. Video modeling only had a modest impact on his rates of brushing his teeth, however.

13. Rosenberg, N.E., Schwartz, I.S., Davis, C.A. (2010). Evaluating the utility of commercial videotapes for teaching hand washing to children with autism. *Education and Treatment of Children, 33(3)*, 443-455.

This study evaluated the effect of a commercially-made video-modeling intervention to teach hand-washing to 3 boys (3-5) with ASD. Only one of the boys showed any acquisition of hand-washing skills following the use of the commercial video, while the other two boys acquired hand-washing skills only after being presented with a custom-made video model with a peer using the same sink and bathroom as used by the child with ASD.

14. Sancho, K., Sidener, T.M., Reeve, S.A., Sidener, D.W. (2010). Two variations of video modeling interventions for teaching play skills to children with autism. *Education and Treatment of Children, 33(3)*, 421-442.

This study compared the rates of play skills acquired by two children with ASD as a results of video modeling procedures of two kinds: simultaneous video modeling where the child was prompted to play with the toys while the video played, and video priming where the child watched the video without the toys present before being allowed to play with them. Both children learned play skills using both kinds of video modeling procedure.

15. Shukla-Mehta, S., Miller, T., Callahan, K.J. (2010). Evaluating the effectiveness of video instruction on social and communication skills training for children with autism spectrum

disorders: A review of the literature. *Focus on Autism and Other Developmental Disabilities*, 25(1), 23-36.

26 empirical studies evaluating video modeling were reviewed. The studies included 104 participants with ASD from 2.5-15 years old, but the majority (96%) were elementary aged or younger. Results were generally positive, but not universally effective for every participant. Type of video model used (peer, self, adult) did not appear to influence effectiveness of technique. Recommendations based on the review include pairing video modeling with behavioral teaching strategies (prompting, reinforcement, modeling/role-play in real world) and ensure the child has good attending skills before using video modeling procedures.

16. Tetreault, A.S. & Lerman, D.C. (2010). Teaching social skills to children with autism using point-of-view video modeling. *Education and Treatment of Children*, 33(3), 395-419.
This study investigated the effect of using Point-of-View video modeling to teach conversation skills to three children with ASD (4, 5, & 8). Using a multiple-baseline-across-skills design, the experimenters found that only one participant learned all three skills using the video model with reinforcement for correct responding. The other two participants only acquired the skills when additional prompting was introduced into the video modeling sessions. Results suggest that additional teaching procedures may be necessary when using video modeling to teach conversation skills.
17. Ayres, K. N., Maguire, A., & McClimon, D. (2009). Acquisition and generalization of chained tasks taught with computer based video instruction to children with autism. *Education and Training in Developmental Disabilities*, 44(4), 493-508.
Three elementary aged students with autism (ages, 9, 9, and 7) participated in an evaluation of video modeling as well as computer based simulation training in absence of any direct instruction. The participants each mastered all the skills they were taught via the computer and generalized this to the natural environment. They maintained the skills after a two-week follow up.
18. Bugghey, T., Hoomes, G., Sherberger, M. E., & Williams, S. (in press). Facilitating social initiations of preschoolers with autism spectrum disorders using video self-modeling. *Focus on Autism and Other Disabilities*.
In this study, the authors used a single-subject multiple-baseline design across four preschool children with autism to determine if video self-modeling would facilitate their social initiations during playground time. The results were mostly positive, with two children exhibiting major treatment effects, one with questionable results, and one child being unaffected.
19. Cihak, D. F., & Schrader, L. (2009). Does the model matter? Comparing video self-modeling and video adult modeling for task acquisition and maintenance by adolescents with autism spectrum disorders. *Journal of Special Education Technology*, 23, 9-20.
Four young adults with autism (16 to 21) and cognitive challenges participated in a study to determine whether video of self or video of others would aide in teaching prevocational

and vocational skills. Results were equivocal with no overall pattern of response.

20. Lang, R., Shogren, K. A., Machalicek, W., Rispoli, M., O'Reilly, S., Baker, S., & Regester, A. (2009). Video self-modeling to teach classroom rules to two students with Asperger's. *Research in Autism Spectrum Disorders, 3*, 483-488.

Two 5-year-old boys participated in a study that used video self-modeling to teach classroom rules. The boys learned the rules and maintained them after the intervention ended.

21. MacDonald, E., Sacramone, S., Mansfield, R., Wiltz, K., & Ahearn, W. H. (2009). Using video modeling to teach reciprocal pretend play to children with autism. *Journal of Applied Behavior Analysis, 42*(1), 43-55.

The purpose of the present study was to use video modeling to teach two children with autism (5, and 7 years) to engage in reciprocal pretend play with typically developing peers. Scripted play scenarios involving various verbalizations and play actions with adults as models were videotaped. Two children with autism were each paired with a typically developing child. Results indicated that both children with autism and the typically developing peers acquired the sequences of scripts and play actions quickly and maintained this performance during follow-up. In addition, the children with autism increased in overall verbalizations, reciprocal verbal interactions and cooperative play.

22. Marcus, A., & Wilder, D. A. (2009). A comparison of peer video modeling and self-video modeling to teach textual responses in children with autism. *Journal of Applied Behavior Analysis, 42*(2), 335-341.

Peer video modeling was compared to self-video modeling to teach three children with autism, ages 4 and 9 year, to identify or label novel letters. All participants met the mastery criterion in the self-modeling condition, whereas only 1 of the participants met the mastery criterion in the peer-modeling condition.

23. Nikopoulos, C. K., Canavan, C., & Nikopoulou-Sumyrni, P. (2009). Generalized effects of video modeling on establishing instructional stimulus control in children with autism. *Journal of Positive Behavior Intervention, 11*(4), 198-207.

Three children with autism (ages 7 to 9) participated in a study to determine whether video modeling was effective in teaching them to put away toys. The results showed that this procedure can be effective for children with low levels of disruptive behaviors and more developed imitation skills. Successful responding generalized and was maintained at a 1-month follow-up assessment.

24. Rayner, C., Denholm, C., & Sigafos, J. (2009). Video-based intervention for individuals with autism: Key questions that remain unanswered. *Research in Autism Spectrum Disorders, 291-303*.

This study reviewed studies on video modeling and suggested that additional research is needed to answer the following questions: (a) Can we predict which individuals with respond to video instruction? (b) Is first- or third person video perspective more effective? (c) Is self as model or other as model more effective? (d) Should video instruction be

combined with other approaches?

25. Wang, P., & Spillane, A. (2009). Evidence-based social skills interventions for children with autism: A meta-analysis. *Education and Training in Developmental Disabilities, 44*(3), 318-342.
The purpose of this study was to provide a synthesis of research studies published in the last ten years on interventions to increase social skills for children and adolescents with ASD, examine the outcomes of these studies and evaluate whether a given intervention meets the criteria for evidence-based practice. Thirty-eight studies were included in this review. While Social Stories™, peer-mediated, and video-modeling all met the criteria for evidence-based; only video-modeling meets criteria for being evidence-based as well as demonstrating high effectiveness as an intervention strategy. (11 studies for Video Modeling. These studies are already included in this listing).
26. Baharav, E., & Darling, R. (2008). Case report: Using an auditory trainer with caregiver video modeling to enhance communication and socialization behaviors in autism. *Journal of Autism and Developmental Disorders, 38*, 771-775.
A 5-year-old child with autism and limited verbal skills participated in this study. He was exposed to short daily sessions of watching his parents on video in conjunction with an FM auditory trainer for a period of four weeks. Results indicated substantial gains in word productions, social orienting, and increased eye contact.
27. Scattone, D. (2008). Enhancing the conversation skills of a boy with Asperger's disorder through Social Stories™ and video modeling. *Journal of Autism and Developmental Disorders, 38*, 395-400.
A 9-year-old boy with Asperger Syndrome participated in a study that combined Social Stories™ with video modeling in an effort to enhance conversation skills. An increase in two out of three targeted conversation skills occurred, and generalized behavior changes were observed.
28. Bellini, S., Akullian, J., & Hopf, A. (2007). Increasing social engagement in young children with autism spectrum disorders using video self-modeling. *School Psychology Review, 36*, 80-90.
Two students with autism, aged 4 and 5, participated in the study, which was designed to examine the effectiveness of video self-modeling (VSM). The results showed the efficacy of the VSM intervention in improving social, communication, and behavioral functioning.
29. Bernad-Ripoll, S. (2007). Using a self-as-model video combined with Social Stories™ to help a child with Asperger Syndrome understand emotions. *Focus on Autism and Other Developmental Disabilities, 22*, 100-106.
This study sought to determine the effectiveness of presenting videotaped emotions and Social Stories™ to teach a 9-year-old child with Asperger Syndrome to recognize and understand his emotions and to generalize them to other situations in his home. Data showed an improvement of the child's ability to recognize emotions and understand their occurrence.

30. Keen, D., Brannigan, K. L., & Cuskelly, M. (2007). Toilet training for children with autism: The effects of video modeling. *Journal of Developmental and Physical Disabilities, 19*, 291-303. Five boys, aged 4 to 6, participated in the study, which was designed to assess the effectiveness of an animated toilet training video for teaching daytime urinary control across several settings. Results indicated that, for young children with autism who are resistant to toilet training, acquisition of urinary control may be facilitated by using an animated toileting video in conjunction with operant conditioning strategies.
31. Kroeger, K. A., Schultz, J. R., & Newsom, C. (2007). A comparison of two group-delivered social skills programs for young children with autism. *Journal of Autism and Developmental Disorders, 37*, 808-817. Twenty-five 4- to 6-year-old children with autism were assigned to one of two social skills groups: a direct teaching group or a play activities group. The direct teaching group used a video modeling format to teach play and social skills over the course of the intervention, whereas the play activities group engaged in unstructured play during the sessions. Findings indicated that while members of both groups increased prosocial behaviors, the direct teaching group made more gains in social skills.
32. Hine, J. F., & Wolery, M. (2006). Using point-of-view video modeling to teach play to preschoolers with autism. *Topics in Early Childhood Special Education, 26*, 83-93. Two girls, aged 2 and 3, participated in the study, which was designed to evaluate the effectiveness of video modeling in teaching selected toy-play skills. The results indicated that video modeling was an effective tool for teaching toy-play actions to preschoolers with autism.
33. McCoy, K., & Hermansen, E. (2007). Video modeling for individuals with autism: A review of model types and effects. *Education and Treatment of Children, 30(4)*, 183-213. This review of literature described the various types of video modeling: models using adults, peers, self, point-of-view, and mixed models. All have been found to be effective.
34. Murzynski, N. T., & Bourret, J. C. (2007). Combining video modeling and least-to-most prompting for establishing response chains. *Behavioral Interventions, 22*, 147-152. Two boys with the diagnosis of autism (ages 8 and 9) participated in the study. The results showed that the boys acquired skills taught with video modeling plus least-to-most prompting in fewer trials and with fewer prompts than skills taught with least-to-most prompting alone.
35. Nikopoulos, C. K., & Keenan, M. (2007). Using video modeling to teach complex social sequences to children with autism. *Journal of Autism and Developmental Disorders, 37*, 678-693. Three children, aged 6 to 7, participated in this study, which was designed to teach complex social sequences to children with autism. Results showed that this video modeling procedure enhanced the social initiation skills of all children. It also facilitated reciprocal play engagement and imitative responding of a sequence of behaviors in which social

initiation was not included. These behavior changes generalized across peers and maintained after a one- and two-month follow-up period.

36. Paterson, C. R., & Arco, L. (2007). Using video modeling for generalizing toy play in children with autism. *Behavior Modification, 31*, 660-681.
Two boys with autism, aged 6 and 7, participated in this study designed to examine the effects of video modeling on generalized independent toy play. Video modeling produced increases in appropriate play and decreases in repetitive play, but generalized play was observed only with toys that were used in the video.
37. Maione, L., & Mirenda, P. (2006). Effects of video modeling and video feedback on peer-directed social language skills of a child with autism. *Journal of Positive Behavior Interventions, 8*, 106-118.
A 6-year-old boy with autism participated in a study designed to assess the effectiveness of video modeling and video feedback. Video feedback and prompting were required in the third activity to increase social language. Unscripted verbalizations predominated across all three activities, as did initiations.
38. Mechling, L., Gast, D., & Cronin, B. (2006). The effects of presenting high-preference items, paired with choice, via computer-based video programming on task completion of students with autism. *Focus on Autism and Other Developmental Disabilities, 21*, 7-13.
Two middle school students, aged 13 and 14, participated in this study. Task completion time was substantially decreased following the presentation of high-preference items and choice via a computer-based video program. Students' time to complete three tasks decreased immediately following the introduction of the computer-based program.
39. Reagon, K. A., Higbee, T. S., & Endicott, K. (2006). Teaching pretend play skills to a student with autism using video modeling with a sibling as model and play partner. *Education & Treatment of Children, 29*, 517-528.
A 4-year-old boy with autism and his older brother participated in a study using video modeling to teach them to engage in four pretend-play scenarios. The older brother acted in the video models with a typically developing peer. Both the participant and his sibling successfully engaged in the four scenarios during intervention as well as during maintenance and generalization probes conducted in their home.
40. Apple, A. L., Billingsley, F., & Schwartz, I. S. (2005). Effects of video modeling alone and with self-management on compliment-giving behaviors of children with high-functioning autism. *Journal of Positive Behavior Interventions, 7*, 33-46.
Two children, age 5, participated in the study, which involved two experiments focused on teaching compliment-giving responses and initiations through video modeling with embedded rules for giving compliments in the place of additional procedures following video viewing. The results pointed to the effectiveness of self-management as a means by which to produce social initiations when video modeling alone fails.

41. Bugghey, T. (2005). Video self-modeling applications with children with autism spectrum disorder in a small private school. *Focus on Autism and Other Developmental Disabilities, 20*, 1, 52-63.
Five students, aged 5 to 11, participated in a study designed to analyze the effects of video-taped modeling on children with autism across a variety of behaviors, including language, social initiations, tantrums, and aggression. The results indicated that all of the five participants exhibited immediate and significant gains and that those gains were maintained after cessation of treatment.
42. Gena, A., Couloura, S., & Kymissis, E. (2005). Modifying the affective behavior of preschoolers with autism using in-vivo or video modeling and reinforcement contingencies. *Journal of Autism and Developmental Disorders, 35*, 545-556.
Three children, aged 3 to 5, participated in the study designed to compare the effects of video modeling to the effects of in-vivo modeling in teaching contextually appropriate affective responses. Both treatments – video modeling and in-vivo modeling – systematically increased appropriate affective responding in all response categories for the three participants. Additionally, treatment effects generalized across responses to untrained scenarios, the child’s mother, new therapists, and time.
43. MacDonald, R., Clark, M., Garrigan, E., & Vangala, M. (2005). Using video modeling to teach pretend play to children with autism. *Behavioral Interventions, 20*, 225-238.
Two children, aged 4 and 7, participated in the study, which was designed to use video modeling to teach thematic pretend play skills. Results indicated that both children acquired the sequences of scripted verbalizations and play actions quickly and maintained this performance during follow-up probes.
44. Mechling, L. C., Pridgen, L. S., & Cronin, B. A. (2005). Computer-based video instruction to teach students with intellectual disabilities to verbally respond to questions and make purchases in fast-food restaurants. *Education and Training in Developmental Disabilities, 40*, 47-59.
Computer-based video instruction (CBVI) was used to teach a 17-year-old purchasing skills and verbal responses to questions presented by cashiers in fast-food restaurants. Results indicated that verbal responses to questions and fast-food restaurant purchasing skills can be taught to students with moderate to severe intellectual disabilities through CBVI.
45. Coyle, C., & Cole, P. (2004). A videotaped self-modeling and self-monitoring treatment program to decrease off-task behaviour in children with autism. *Journal of Intellectual & Developmental Disabilities, 29*, 1, 3-15.
Three boys, aged 9 to 11, participated in the study, which was designed to investigate the value of a videotaped self-modeling and self-monitoring treatment program. The results indicated considerable decreases in off-task behavior during the period of intervention. Both short-term and long-term maintenance gains were in evidence. When the intervention was re-implemented during follow-up, similar reductions in off-task behavior were demonstrated.

46. Kimball, J. W., Kinney, E. M., Taylor, B. A., & Stromer, R. (2004). Video enhanced activity schedules for children with autism: A promising package for teaching social skills. *Education and Treatment of Children, 27*, 280-298.
This study overviewed a case study of a preschool student with autism who was successfully taught to use multimedia activity schedules to initiate play with peers.
47. Nikopoulous, C. K., & Keenan, M. (2004). Effects of video modeling on social initiations by children with autism. *Journal of Applied Behavior Analysis, 37*, 93-96.
Three children, between 7 and 9 years of age, participated in a study designed to examine the effects of a video modeling intervention on social initiation and play behaviors. Each child watched a videotape showing a typically developing peer and the experimenter engaged in a simple social interactive play using one toy. For all children, social initiation and reciprocal play skills were enhanced, and these effects were maintained at one- and three-month follow-up.
48. Simpson, A., Langone, J., & Ayres, K. M. (2004). Embedded video and computer based instruction to improve social skills for students with autism. *Education and Training in Developmental Disabilities, 39*(3), 240-252.
Four children, aged 5 to 6, participated in a study designed to assess the effects of combining video and computer-based instruction to teach social skills. The teacher designed a computer-based program that embedded video clips of peers without disabilities displaying examples and non-examples of the targeted social skills: sharing, following teacher directions, and social greetings. All students showed rapid improvements in targeted social skills in the natural environment.
49. Charlop-Christy, M. H., & Daneshvar, S. (2003). Using video modeling to teach perspective taking to children with autism. *Journal of Positive Behavior Interventions, 5*, 12-21.
Three boys, aged 6 to 9, participated in a study using video modeling to teach perspective taking. Video modeling turned out to be a fast and effective tool for teaching perspective-taking tasks to children with autism, resulting in both stimulus and response generalization.
50. D'Ateno, P., Mangiapanello, K., & Taylor, B. A. (2003). Using video modeling to teach complex play sequences to a preschooler with autism. *Journal of Positive Behavior Interventions, 5*, 5-11.
A 3-year-old girl participated in the study. Results indicated that the video modeling intervention led to rapid acquisition of both verbal and motor responses for all play sequences. This procedure was successful for teaching relatively long sequences of responses in relatively few teaching sessions in the absence of chaining procedures. In addition, the complex sequences of verbal and motor responses were acquired without the use of error-correction procedures or explicit experimenter-implemented reinforcement contingencies.
51. LeBlanc, L. A., Coates, A. M., Daneshvar, S., Charlop-Christy, M. H., Morris, C., & Lancaster, B. M. (2003). Using video modeling and reinforcement to teach perspective-taking skills to children with autism. *Journal of Applied Behavior Analysis, 36*, 253-257.

Three boys, aged 7 to 13, participated in a study designed to evaluate video modeling and reinforcement for teaching perspective-taking skills. Video modeling and reinforcement were effective; however, generalization was limited. The findings suggest that video modeling may be an effective technology for teaching perspective taking if researchers can continue to develop strategies for enhancing generalization of these new skills.

52. Nikopoulos, C. K., & Keenan, M. (2003). Promoting social initiation in children with autism using video modeling. *Behavioral Interventions, 18*, 87-108.
A video modeling procedure was implemented with seven children (aged 9-15) with autism. The video modeling training enhanced the social initiation skills of four of the children. It also facilitated appropriate play engagement, which generalized across settings, peers, and toys. Further, these changes maintained after a one- and two-month follow-up period. The intervention was evaluated as a time-efficient teaching tool as well as a means of enhancing appropriate play skills.
53. Wert, B. Y., & Neisworth, J. T. (2003). Effects of video self-modeling on spontaneous requesting in children with autism. *Journal of Positive Behavior Interventions, 5*, 30-34.
Four children, aged 3 to 6, with autism participated. The study demonstrated that video self-modeling caused a marked increase in spontaneous requests in preschool settings for each participant.
54. Shipley-Benamou, R., Lutzker, J. R., & Taubman, M. (2002). Teaching daily living skills to children with autism through instructional video modeling. *Journal of Positive Behavior Interventions, 4*, 165-175.
Three children, aged 5 years old, participated in a study designed to measure the efficacy of an instructional video modeling technique to teach functional living skills. Videotapes were developed from the participant's perspective; that is, as the participant would be viewing the task. Instructional video modeling was found to be effective in promoting skill acquisition across all three children and maintained during the post-video phase and a one-month follow-up.
55. Sherer, M., Pierce, K. L., Paredes, S., Kisacky, K. L., Ingersoll, B., & Schreibman, L. (2001). Enhancing conversation skills in children with autism via video technology: Which is better, "Self" or "Other" as a model? *Behavior Modification, 25*, 140-158.
Five male children with autism ranging in age from 4 to 11 were taught to answer a series of conversation questions in both self- and other video-modeled conditions. Results indicated no overall difference in rate of task acquisition between the two conditions, implying that children who were successful at learning from video in general learned equally well via both treatment approaches.
56. Thiemann, K. S., & Goldstein, H. (2001). Social stories, written text cues, and video feedback: Effects on social communication of children with autism. *Journal of Applied Behavior Analysis, 34*, 425-446.
This study investigated the effects of written text and pictorial cueing with supplemental video feedback on the social communication of five students with autism and social deficits

(aged 6-12). Results showed increases in targeted social communication skills when the treatment was implemented. Some generalized effects were observed across untrained social behaviors, and one participant generalized improvements within the classroom.

57. Charlop-Christy, M. H., Le, L., & Freeman, K. A. (2000). A comparison of video modeling with in-vivo modeling for teaching children with autism. *Journal of Autism and Developmental Disorders, 30*, 537-552.

Five children, aged 6 to 7 years, participated in the study across two modeling conditions (video and in vivo [video in a specific context]) and across tasks. Results suggested that video modeling led to faster acquisition of tasks than in-vivo modeling and was effective in promoting generalization. Results were discussed in terms of video modeling's motivational and attention-maintaining qualities.

58. Bugghey, T., Toombs, K., Gardener, P., & Cervetti, M. (1999). Training responding behaviors in students with autism: Using videotaped self-modeling. *Journal of Positive Behavior and Intervention, 1*, 205-214.

Three raters conducted and videotaped play sessions in the homes of three children (aged 7-12) with autism. The results indicated that the participants almost doubled their rates of appropriate responding to questions during play situations.

59. Hagiwara, T., & Myles, B. S. (1999). A multimedia social story intervention: Teaching skills to children with autism. *Focus on Autism and Other Developmental Disabilities, 14*, 82-95.

The researchers developed an intervention that used Social Stories™ in a computer-based format to improve social or behavioral deficits of three male elementary-school students (aged 7-9) with autism. Results indicated that the intervention increased the skill levels of some of the participants in certain settings. Moreover, some students showed generalization of newly acquired information to other settings.

60. Taylor, B. A., Levin, L., & Jasper, S. (1999). Increasing play-related statements in children with autism toward their siblings: Effects of video modeling. *Journal of Developmental and Physical Disabilities, 11*, 253-264.

Two experiments were conducted to assess the effects of video modeling procedures to increase play comments in two males (aged 6 and 9) with AU. It was concluded that video modeling was an effective intervention for teaching children with AU to make play comments toward their siblings.

61. Lasater, M. W., & Brady, M. P. (1995). Effects of video self-modeling and feedback on task fluency: A home-based intervention. *Education and Treatment of Children, 18*, 389-408.

This study examined the utility of an instructional package that included self-assessment, behavior rehearsal, and self-modeling via videotape feedback as an approach to improving the task fluency of self-help skills of a 14-year-old boy with autism and a 15-year-old boy with developmental, learning, and speech disabilities, both of whom were receiving in-home training. Results demonstrated that the video instructional package (a) increased task fluency, (b) promoted generalized increases in task fluency to other tasks not exposed to the training, and (c) decreased co-varying, task-interfering behavior.

62. Alcantara, P. R. (1994). Effects of videotape instructional package on purchasing skills of children with autism. *Exceptional Children, 61*, 40-55.
Three children, aged 8 to 9, participated in a study designed to evaluate the effects of a videotape instructional package (i.e., viewing videotapes, on-site prompting, and reinforcement) on the acquisition and generalization of children's grocery-purchasing skills in community settings. After training in two stores, all students increased their level of performance in the third store. Results showed that the use of a videotape instructional package is an effective training tool to teach community survival skills.
63. Charlop, M. H., & Milstein, J. P. (1989). Teaching autistic children conversational speech using video modeling. *Journal of Applied Behavior Analysis, 22*, 275-285.
Three boys with autism (aged 6 to 7) observed videotaped conversations of two people discussing specific toys. Subjects learned through video modeling, generalized their conversational skills, and maintained conversational speech over a 15-month period.
64. Haring, T. G., Kennedy, C. H., Adams, M. J., & Pitts-Conway, V. (1987). Teaching generalization of purchasing skills across community settings to autistic youth using videotape modeling. *Journal of Applied Behavior Analysis, 20*, 89-96.
Three adolescents aged 20 participated in a study designed to test the effectiveness of videotape modeling as a means of promoting generalization across settings. Results showed that training with the videotapes resulted in generalization to three community stores. The use of videotapes is viewed as a cost-effective means to program generalization in community training programs.

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RESOURCES AND MATERIALS

- Video Modeling. Evidence-Based Practice Brief from the National Professional Center on Autism Spectrum Disorder: <http://autismpdc.fpg.unc.edu/content/video-modeling>
The NPDC has developed evidence-based practice (EBP) briefs for their identified EBP. Each brief contains an overview, step-by-step directions for implementation, implementation checklist, and evidence base.
- Video Modeling. Association for Science in Autism Treatment (ASAT): <http://www.asatonline.org/intervention/treatments/video.htm>
This site includes a brief description of intervention, a research summary and recommendation.
- Video Proves Highly Effective for Teaching and Providing Positive Behavior Support for Persons with Developmental Disabilities: www.special-kids.com/videolearning.cfm
This resource page includes brief articles on video modeling through different stages of development.
- VideoJug: <http://www.videojug.com/>
Self-proclaimed as “life explained on film,” this website offers thousands of videos on widely varying subjects. The user navigates through different topics and chooses a video to watch. Because of the broad range of topics and content, it is not recommended that young children use this site without adult supervision.
- Video Modeling: www.autismtaskforce.com/downloads/video_modeling_may_2006.pdf
This brief description of video modeling also includes many resource ideas.

GENERAL RESOURCES

- Autism Internet Modules (AIM) www.autisminternetmodules.org. The Autism Internet Modules were developed with one aim in mind: to make comprehensive, up-to-date, and usable information on autism accessible and applicable to educators, other professionals, and families who support individuals with autism spectrum disorders (ASD). Written by experts from across the U.S., all online modules are free, and are designed to promote understanding of, respect for, and equality of persons with ASD.
- The Autism Web Course: http://cdd.unm.edu/swan/autism_course/about/index.htm. This web course was developed out of materials from the Interactive Collaborative Autism Network (ICAN). The Autism Programs at the University of New Mexico has updated and added information to this web course.
 - Characteristics
 - Assessment
 - Academic Interventions
 - Behavioral Interventions

- Communication Interventions
- Environmental Interventions
- Social Interventions
- Family Support Suggestions

- Indiana Resource Center for Autism (IRCA)
<http://www.iidc.indiana.edu/irca/fmain1.html>. The Indiana Resource Center for Autism staff's efforts are focused on providing communities, organizations, agencies, and families with the knowledge and skills to support children and adults in typical early intervention, school, community, work, and home settings.
 - IRCA Articles: <http://www.iidc.indiana.edu/index.php?pageId=273>

- Texas Statewide Leadership for Autism www.txautism.net. The Texas Statewide Leadership for Autism in conjunction with the network of Texas Education Service center with a grant from the Texas Education Agency has developed a series of free online courses in autism. Please check the training page, www.txautism.net/training.html, for update lists of courses, course numbers and registration information. Current courses include the following:
 - Asperger Syndrome 101
 - Augmentative and Alternative Communication and the Autism Spectrum
 - Autism for the General Education Teacher
 - Autism 101: Top Ten Pieces to the Puzzle
 - Classroom Organization: The Power of Structure for Individuals with ASD
 - Communication: The Power of Communication for Individuals with ASD
 - Futures Planning for Students with Autism Spectrum Disorder
 - Navigating the Social Maze: Supports and Interventions for Individuals with ASD
 - Solving the Behavior Puzzle: Making Connections for Individuals with ASD