Video Modeling for Students with Autism Spectrum Disorder:

Research Poster Proposal

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Abstract

Students with Autism Spectrum Disorder have difficulties with demonstrating appropriate social behaviors. The purpose of the study is to explore whether the implementation of video modeling of social skills redirects students from exhibiting inappropriate behaviors to demonstrating age appropriate behaviors.

Statement of the Problem

Social skills are a component students with autism have a large deficit with and causes major challenges for educators who work with the autistic population. Their lack of demonstrating appropriate expressive behaviors can lead to inappropriate behaviors such as hitting, yelling and scratching teachers and peers. Managing these inappropriate e behaviors is impeditive to student learning.

Purpose and Research Question

The purpose of this study is to explore whether the implementation of video modeling of social skills redirects students from exhibiting inappropriate behaviors to demonstrating age appropriate behaviors. How effective will the implementation of video modeling have on the extinction of inappropriate social behaviors such as biting, scratching and yelling?

Literature review

Autism Spectrum Disorder (ASD) continues to show an increase in our population. Approximately 1 in 68 individuals are diagnosed annually. As such, more schools and teachers find themselves in need of resources to better facilitate learning for students with ASD (Center for Disease Control and Prevention, 2015). Students with ASD exhibit significant social deficits that affect their daily functioning and effectiveness within a social school setting. Social skills can be defined as "socially acceptable learned behaviors that enable a person to interact with others in a ways that elicit positive responses and assist in avoiding negative responses" (Dematteo., Arter., and Sworen-Parise., 2012). Due to students' impairment in social interactions, they exhibit lack of reciprocating conversations, making eye contact, showing interest in others and ultimately establishing meaningful relationships. In addition, students with ASD may demonstrate other deficits or weaknesses in the areas of communication, repetitive behaviors and sensory intake. All these factors affect how a student with ASD experiences learning in a classroom. Early intervention is key and it is vital that educators implement useful interventions, modifications and accommodations for students with ASD. Evidence-based practices are crucial for students with ASD and one that has been shown to be highly effective is the implementation of video modeling to establish skills acquisition. (Marcus and Wilder 2009)

Research methodology

The action research will be conducted in a Miami Dade County Public School Educational Center for students with severe disabilities, where all classes are self-

contained. In self-contained settings, the same students are grouped together for the entirety of the day and are taught all core subjects. The classroom will consist of eight students, ranging from 9th to 12th grade with various exceptionalities. Three of the eight students (all 3 males) have autism and the remaining five have severe intellectual disabilities (4 girls and 1 boy). All students are Hispanic. For the purpose of this research, the will be focus on the 3 students with autism. The three students with autism exhibit aggressive, self -injurious, and non-complaint behaviors in social situations within a small group, 1:4 teacher/student ratio.

The resources needed for the action research will include parent and administration consent to conduct research, technology usage (Ipad & smart board), data collection instruments (frequency charts) tangible and edible incentives. Classroom teacher will implement the intervention, with the assistance of co teacher. Data will be collected by the usage of the following: anecdotal records of teacher observations, task analyze charts and frequency charts.

Results

Research findings are non applicable at the current time but will be available once the conference is upon us and then will be presented.

Implications

The cognitive ability of students chosen for research may cause for implication of target behavior intervention. The students' need for continuous repetition and positive

reinforcement to master a task/ skill is key. These strategies have been incorporated within the intervention. A tangible reward such as gold fish has been established prior to intervention but might alter the findings of actual intervention of video modeling.

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