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Autism: Effectiveness of Video Modeling on Increasing Requesting Behaviors

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Introduction

- Video modeling (VM) (Nikopoulos & Keenan, 2007)
  - •video recording of a model performing targeted behavior and then watched by someone else
  - •National Standards project (National Autism Center, 2009) designated VM as established intervention
- *Picture Exchange Communication System* (PECS) (Frost & Bondy, 1994)
  - •augmentative-alternative communication intervention strategy teaching initiation of communication requesting through physical exchange of symbols and sentence strips; also teaches commenting
  - •National Standards project (National Autism Center, 2009) designated PECS as emerging intervention

Purpose

- Investigate the effectiveness of video modeling on requesting, using a modified *Picture Exchange Communication System* (PECS)

Methods

- Participant: 4-year-old male diagnosed with autism disorder
- Video model: 5-year-old typically-developing male
  - •model demonstrated modified *Picture Exchange Communication System* (PECS) to request favorite activities without the actual physical exchange
  - •single-symbol condition and two-symbol condition
- Design: single-subject multiple baseline across two behaviors
- Baseline:
  - •stable baseline established for both behaviors
  - •no video modeling introduced

Intervention: single-symbol requesting initiated first while two-symbol requesting remained in baseline

- •video modeling introduced
- •physical prompt used after 3 sessions of no requesting following the video modeling DVD

Results

Figure 1. Requesting Using a Modified *Picture Exchange Communication System* (PECS) in the Single-Symbol Condition.

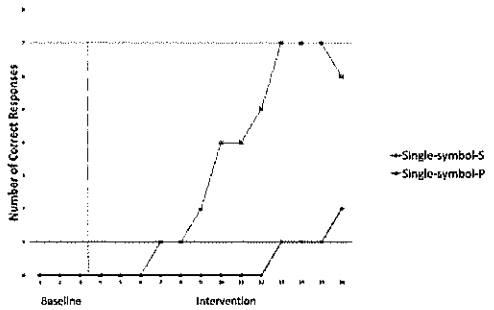
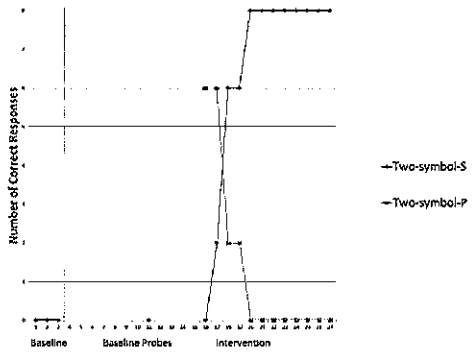


Figure 2. Requesting Using a Modified *Picture Exchange Communication System* (PECS) in the Two-Symbol Condition.



Discussion

- Video modeling alone not sufficient for this participant to learn to select symbol and place it on sentence strip; physical prompt needed during both conditions
  - •participant reached training criterion (70% accuracy across 3 sessions) for prompted requests during one-symbol condition but only had one or two spontaneous requests during those sessions
  - •participant reached 60% accuracy using two symbols for requests during first two sessions with no spontaneous responses; however, by the fourth session he reached 60% accuracy for spontaneous requesting and completed eight sessions with 100% spontaneous requesting
  - •current participant had not had any experience with any type of symbol system for requesting prior to the study
- No studies were found that used VM to teach the use of PECS for requesting but for the current participant the physical prompt was necessary to help teach the participant to select the symbol and place it on sentence strip

Future Research

- Further research using video modeling (VM) to teach requesting behaviors using PECS and other AAC systems
  - •once PECS introduced through physical prompts could VM be introduced to teach use of multiple symbols for requesting and commenting
  - •use VM with communication boards and speech generating devices

References

Frost, L.A., & Bondy, A.S. (1994). *The Picture Exchange Communication System Training Manual*. Cherry Hill, NJ: Pyramid Educational Consultants, Inc.

National Autism Center (2009). *National standards report: The national standards project-Addressing the need for evidence-based practice guidelines for autism spectrum disorders.* Retrieved from http://www.nationalautismcenter.org/affiliates/reports.php

Nikopoulos, C.K., & Keenan, M. (2007). Using video modeling to teach complex social sequences to children with autism. *Journal of Autism Developmental Disorders*, *37*, 678-693.