

Practical Strategies for Using Video Modeling for Teaching Social Skills to Children with Autism



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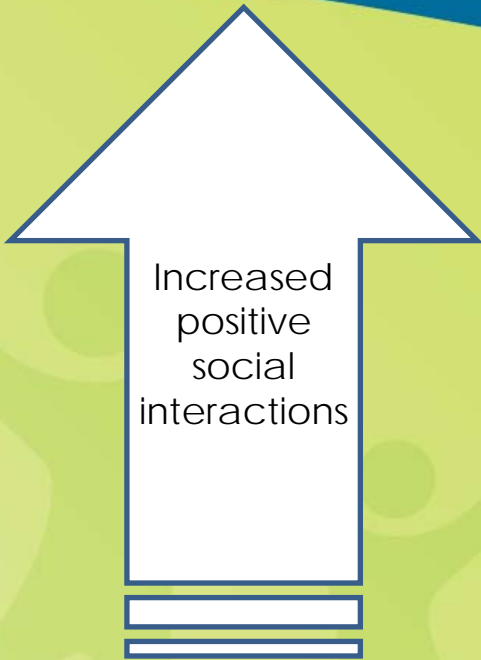
Liz is a consultant, public speaker, and speech-language pathologist. She has been a clinical assistant professor in speech-language pathology, an adjunct faculty member at several universities, a direct service provider, an Autism consultant and an assistive technology trainer in the public schools. Liz is also the author of the book entitled *We Can Make it Better! A Strategy to Motivate and Engage Young Learners in Social Problem-Solving Through Flexible Stories*.

- Being social.
- Potential social challenges in individuals with autism.
- Theories that may explain the social challenges in individuals with autism.
- Learning styles of individuals with autism.
- Video modeling: Types of video modeling.
- Various uses of video for effective instruction.
- Getting started: Identifying need, selecting and implementing videos.
- Group instruction.
- Evidence-based practices related to video modeling.
- Examples of strategies that might be paired with video modeling.

An individual with
an Autism Spectrum
Disorder



**SOCIAL INTERACTION
INSTRUCTION**



Increased
positive
social
interactions

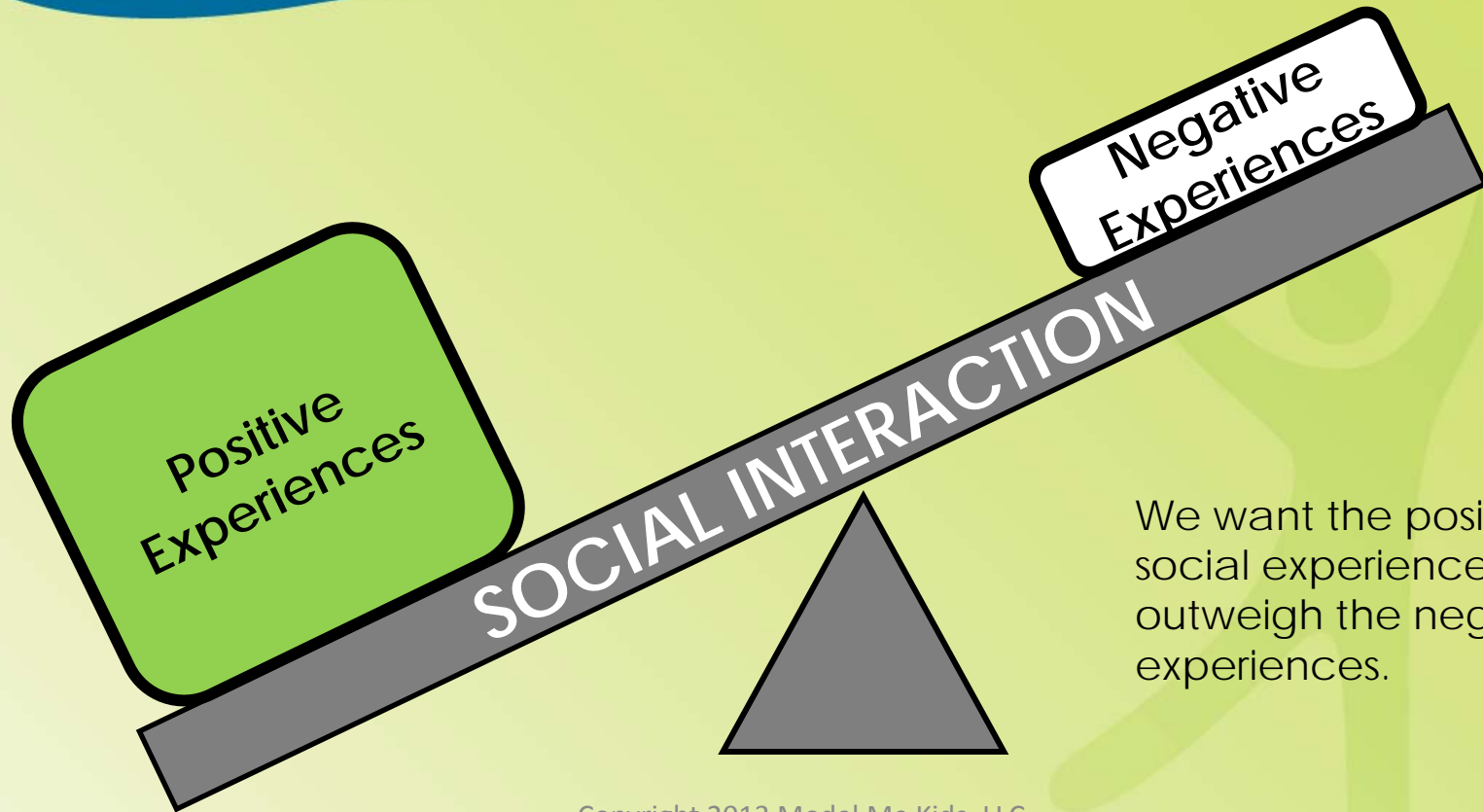
Teach to learning style and strengths

Evidence-based practices

Use strategies or tools that are flexible

Multiple opportunities and contexts

“Teaching” to Tip the Scales




We want the positive social experiences to outweigh the negative experiences.

Increased Positive Social Experiences

By Increasing the Positive Social Experiences...



Reduce
anxiety in
social
situations



Increase
confidence
in social
interactions

How? Building social understanding; providing explicit models of successful social interactions; practicing or role-playing successful social interactions; gaining experience within multiple contexts.

Some Instructional Strategies to Help Facilitate Social Interaction

Video Modeling
Task analysis
Social scripts
Social narratives
Rules and routines
Visual supports

- ★ Match the learning styles of many individuals on the Autism spectrum.
- ★ Evidence to “back them up.”
- ★ Flexible tools that can be used for a variety of social contexts.

**Some Instructional
Strategies to
Help Facilitate
Social Interaction**

Video Modeling

Task analysis
Social scripts
Social narratives
Rules and routines
Visual supports



An explicit model of expected behavior (e.g., social behavior) shown to a person through the medium of video.

According to the DSM-IV (1994), individuals with Autism spectrum disorders may have challenges in the following areas:

- Use of nonverbal behaviors.
- Developing peer relationships appropriate to developmental level.
- Seeking to share enjoyment, interests, or achievements with other people.
- Social or emotional reciprocity.

American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV).

What might that look like?

- A child not responding when a classmate says “Hi” to her.
- A child in high school deciding not to ask a person to the prom because he doesn’t know how to initiate the process.
- A child in elementary school walking around the perimeter of the playground during recess.
- A child in middle school not joining the science club even though science is one of his high interests and strengths.
- A child dominating a conversation.

Three theories potentially explaining social challenges in individuals with Autism:

- **Theory of Mind**
- **Theory of Weak Central Coherence**
- **Theory of Executive Dysfunction**

Theory of Mind: The ability to see the world from another person's perspective; in other words, putting yourself in someone else's shoes.

What might a person be thinking?

What might be the person's beliefs?

What might be the person's desires?

What might be a person's intentions?

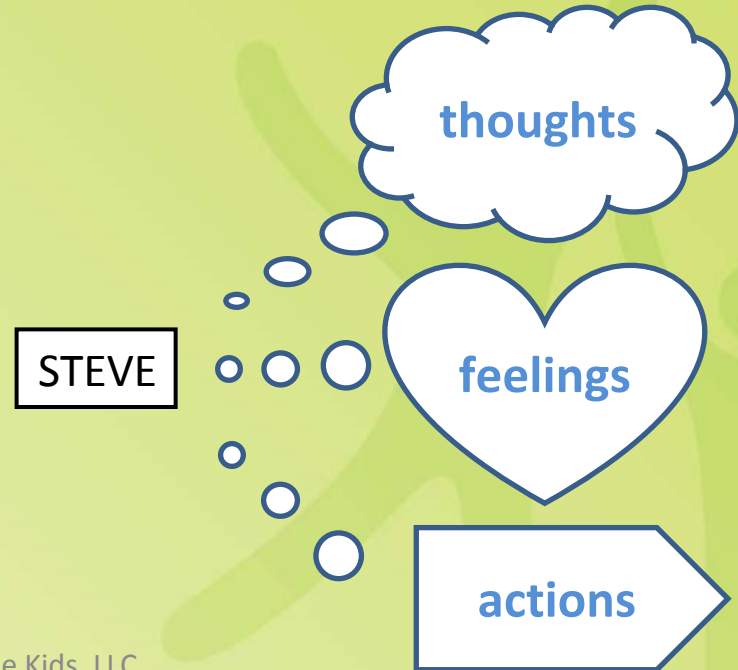
To predict a person's actions or behaviors

(Baron-Cohen, 1993)

Theory of Mind: The ability to see the world from another person's perspective; in other words, putting yourself in someone else's shoes.

Social Scenario

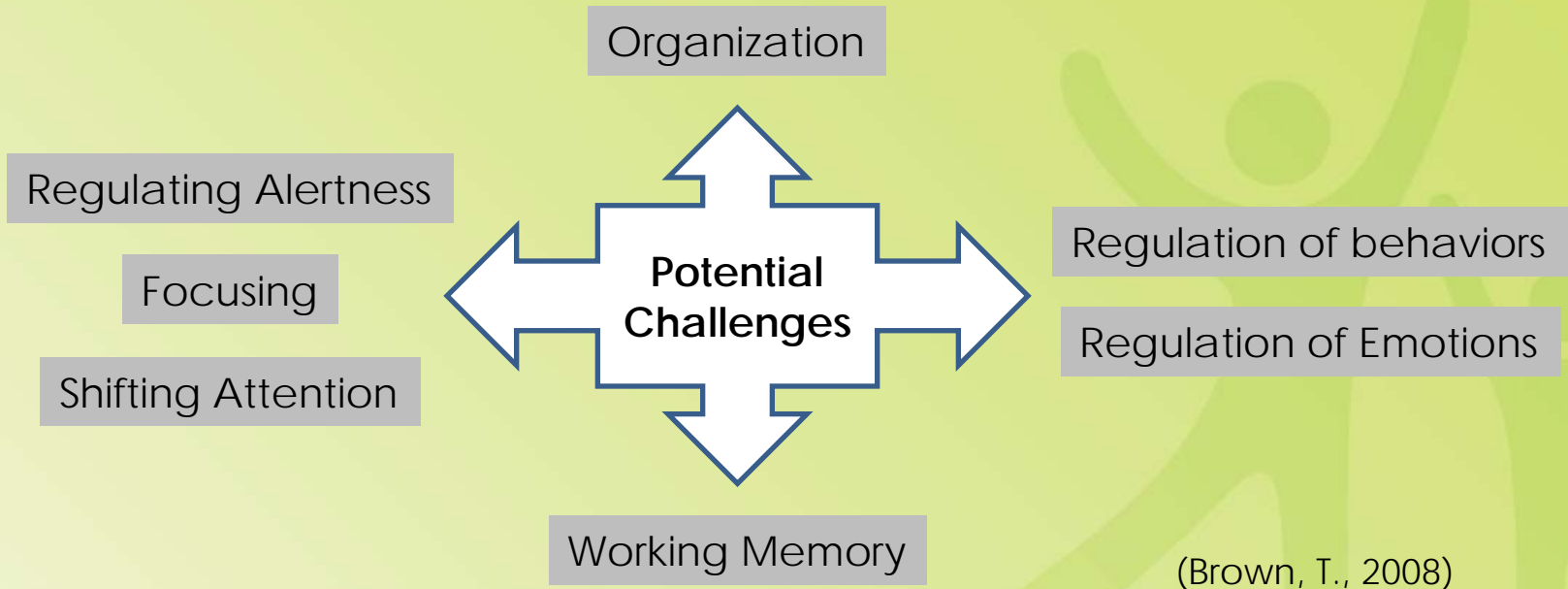
John, a 25-year old who works in a start-up company, is having a conversation in the lounge with his co-worker, Steve. Steve is talking about the trouble he is having with his girlfriend. John finishes filling up his cup of coffee, says "OK, Steve, have a great weekend!" and leaves the lounge.



Theory of Weak Central Coherence: Individuals with autism may focus on details rather than the gestalt or the “whole picture.”

(Frith, U., 1989)

Theory of Executive Dysfunction



(Brown, T., 2008)

How might executive dysfunction impact social relationships?

- **Focusing, sustaining, and shifting attention to tasks** (e.g., listening to another person, attending to multiple people engaging in a conversation).
- **Regulating emotions** (e.g., managing his or her frustration level, responding with an expected emotion for a social situation).
- **Using working memory** (e.g., participating in reciprocal communication in a conversation, remembering the names of people to initiate interactions).
- **Monitoring and self-regulating action** (e.g., recognizing the expectations and the perceptions of others in order to behave in an expected way).

(Brown, T., 2008)

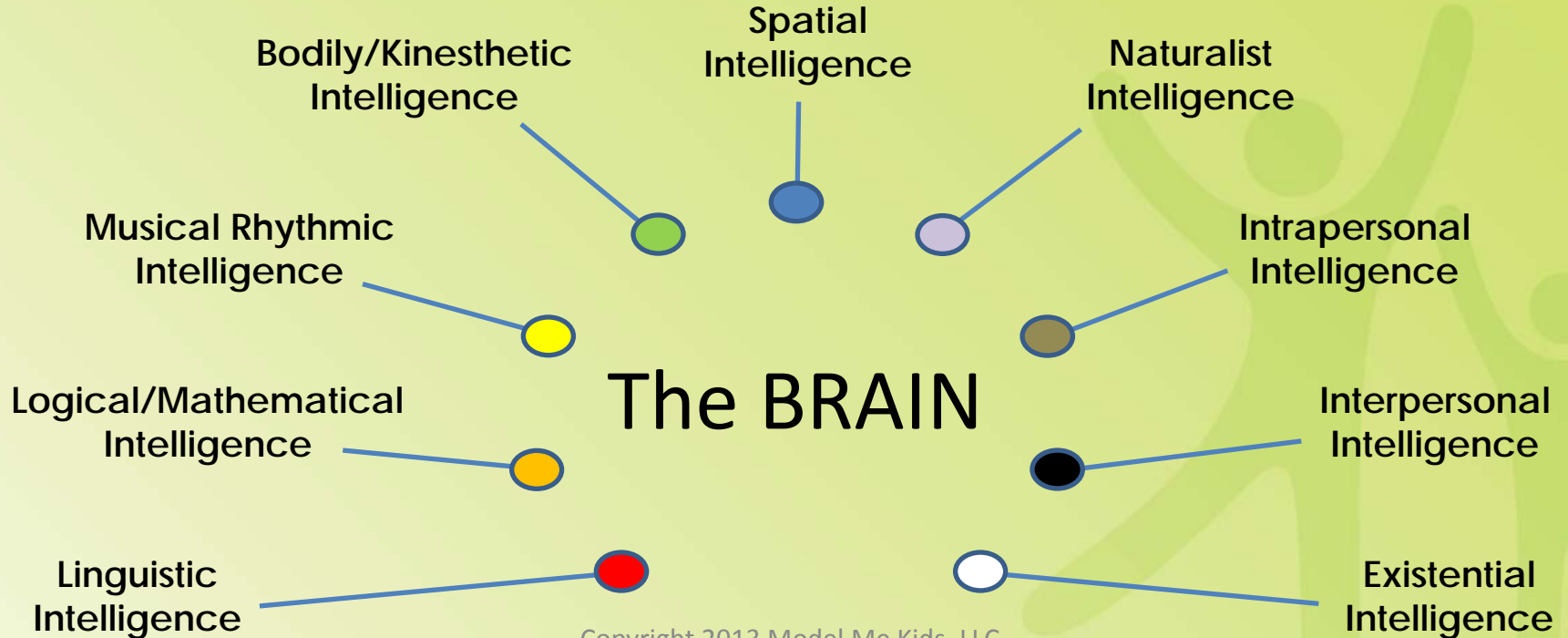
Multiple Intelligences Theory

According to Howard Gardner (1999), human beings have nine different intelligences that reflect various ways of interacting with the world.

Each person has a UNIQUE COMBINATION of these intelligences.

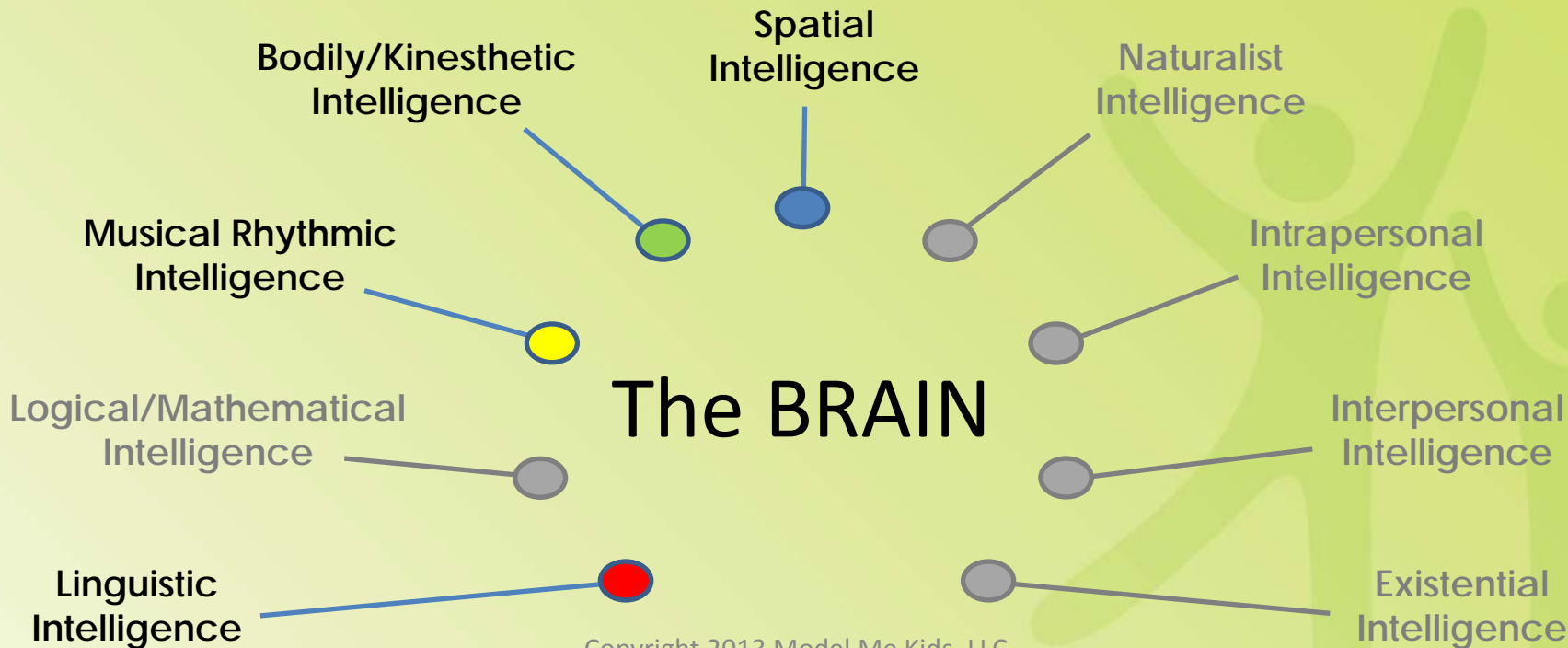
Nine Different Intelligences

(Gardner, H., 1999)



Nine Different Intelligences

(Gardner, H., 1999)



Questions to Ask Yourself

- Have you ever watched a video to build your understanding about a topic (e.g., a travel channel)?
- Have you ever watched a video to learn the specific steps of a task (e.g., casting on in knitting, building a paper airplane, making an origami structure)?
- Have you ever watched a video to motivate yourself to participate (e.g., an exercise video)?
- Have you watched YouTube videos to entertain yourself?



If you answered **YES**, you probably already recognize the power of video.

What is Video Modeling?

An explicit model of expected behavior (e.g., social behavior) shown to a person or group of people through the medium of video.

Types of Video Modeling

- Basic video modeling
- Video self-modeling
- Point-of-view video modeling
- Video prompting

The National Professional Development Center on Autism Spectrum Disorders
<http://autismpdc.fpg.unc.edu/>

Types of Video Modeling

- **Basic video modeling:** Explicit expected behavior is exhibited by another person or other people and shown to the learner through video.
- **Video self-modeling:** The learner is videotaped successfully demonstrating an explicit expected behavior and the learner watches the video.
- **Point-of-view video modeling:** An explicit expected behavior is videotaped from the perspective of the learner (e.g., two hands tying shoelaces) and shown to the learner.
- **Video prompting:** The explicit expected behavior is broken down into discrete steps and videotaped and shown to the learner.

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Benefits of Video Modeling Based on the Strengths and Interests of Children with ASD

Strengths of Some Children with Autism

- Learning through the visual channel.
- Motivated by technology.
- Respond well to structure or systems.
- Gain skills through repetition.

Some Potential Features of Video Modeling

- Videos are visual.
- The videos are presented through technology.
- The videos present step-by-step instructions.
- Behaviors in videos can be visually highlighted.
- Videos can be repeatedly viewed.

What the Research is Saying...

Video modeling has been demonstrated to:

(Ganz, Earles-Vollrath, & Cook, 2011)

- **Increase social interactions** (Apple, Billingsley, & Schwartz, 2005; Gena, Couloura, & Kysmissis, 2005; Malone & Mirenda, 2006; Nikopoulos & Keenan, 2003)
- **Improve conversational skills** (Charlop & Milstein, 1989; Charlop-Christy, Le & Freeman, 2000; Sherer et. al., 2001)
- **Improve play skills** (Charlop-Christy et. al. 2000; Dauphin, Kinney, & Stromer, 2004; MacDonald, Clark, Garrigan, & Vangala, 2005; Maione & Mirenda, 2006; Nikopoulos & Keenan, 2003, 2007)

The Power of Video

- **Priming:** Video may be used to prime an individual for a situation. When priming an individual for a situation, you are preparing that person for an upcoming event. You are providing the person with a “picture” of behaviors that are expected. This not only prepares the person, but can reduce potential anxiety related to performing the skill.
- **Providing a task analysis of a multi-step social interaction:** A social exchange such as greeting a person may be broken down into manageable steps (a sequence) for a learner and depicted visually through a video.
- **Depicting expected behaviors in a social scenario:** Video can provide learners with a highlighted or focused view on the expected behaviors in a social situation (e.g., answering questions in class)
- **Demonstrating a natural consequence for expected social behaviors:** Video can provide learners with the positive outcome (the natural consequence) for a successful social exchange.

Use of Video for Specific Needs

- To help a learner make a **big transition** (e.g., transition from elementary to middle school; to meet a new teacher).
- To help a learner learn more about an **upcoming event** (e.g., an upcoming fieldtrip with details; a family vacation; appointments).
- To help a learner understand a **new concept or strategy** (e.g., new vocabulary, a strategy for regulating emotions)
- To help a learner learn and perform the sequenced steps of a **targeted social skill** (e.g., joining in on a conversation; asking questions).

Considerations for Getting Started

- 1: What skill(s) need to be addressed?
- 2: What to consider when creating videos?
- 3: How to get started with implementing the videos?

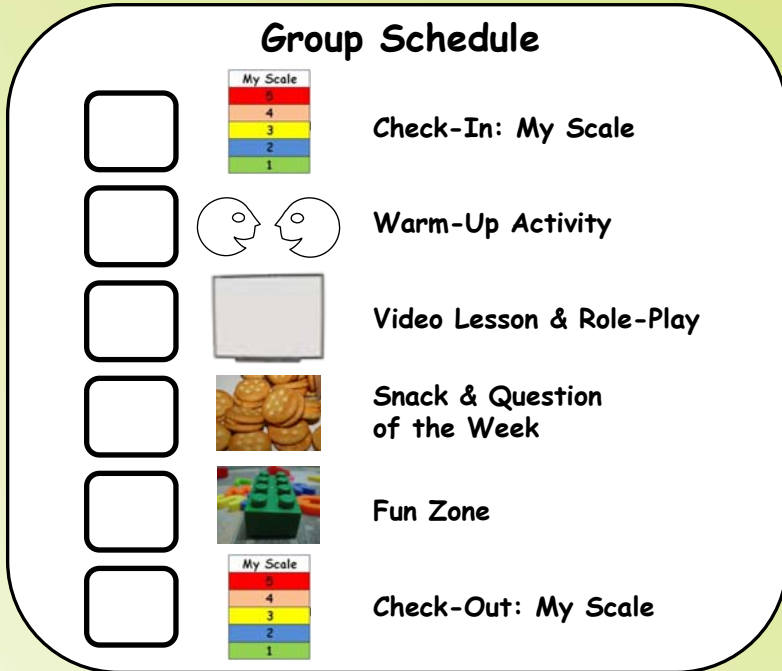
What skill(s) need to be addressed?

- Get a baseline of the learner's social abilities and needs.
- Interview team members (e.g., questionnaires).
- Observe the learner in his natural environment.
- Have a solid understanding of how the learner's peers perform the skills.
- Decide to prioritize what skills to target. What skills are going to have the most positive impact across activities?

How to get started with implementing the videos

- Determine when the videos will be viewed.
- Try to align viewing of videos prior to the actual situation or scenario, if possible.
- Provide opportunities to practice the skills following viewing the video.

Integrating Video Modeling into Social Skills Groups



One-Hour Group
Theme: Taking Turns

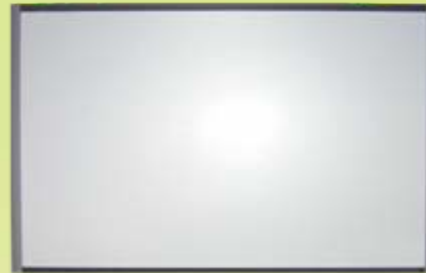
Taking turns is integrated in a short warm-up activity, a video lesson (video modeling) followed by role playing, a snack and activity with built-in structured or scripted social opportunities, and turn-taking with social coaching during Fun Zone (playing with toys).

Integrating Video Modeling into Social Skills Groups

Displaying the video on a large surface for all learners in the group to view



SMART Board



Laptop, LCD Projector, and Dry-Erase Board

Evidence-Based Practices Related to Video Modeling

- Task analysis
- Social scripts
- Social narratives
- Rules and routines
- Visual supports

How is **TASK ANALYSIS** related to **VIDEO MODELING**?

Task Analysis

Involves breaking down a task into discrete sequenced steps.

Examples of Tasks:

- Saying "Hi"
- Inviting a friend to a party
- Writing an email to a friend
- Taking turns in a conversation



The
CONNECTION

VIDEO MODELING

breaks down a social skill or interaction into smaller steps that are doable for the learner and portray the steps through video.

How are **SOCIAL SCRIPTS** related to **VIDEO MODELING**?

Social Scripts

Provide a learner with what “jobs” he or she might have in a social interaction, such as what to say or what to do in a social situation.

Examples of Scripted Language:

- “(Name), I need help” to request assistance in the classroom.
- “(Name), do you want to play trains?” to invite a peer to play during center time.



The CONNECTION

VIDEO MODELING can model what language a learner might use in a specific social situation. Video modeling can provide the learner with more information about the timing of social language (when to say it).

How are **SOCIAL NARRATIVES** related to **VIDEO MODELING**?

Social Narratives

Providing a learner with a narrative that gives information to more fully understand a social situation. The narratives are typically descriptive in nature and may bring in the perspectives of others.

Example Topics for Social Narratives:

- Going to my first sleep-over
- Working on my Scouts project with a partner
- Riding on the bus



The
CONNECTION

VIDEO MODELING can create a “story” depicting a social situation. It can provide descriptive information to assist the learner in understanding the social scenario more fully.

How are **RULES** and **ROUTINES** related to **VIDEO MODELING**?

Rules and Routines

Providing rules and routines can help establish clear expectations. Having consistency in how things are done can also help reduce a learner's potential anxiety and result in increased participation and independence.

The
CONNECTION

VIDEO MODELING

assists a learner in understanding the social situation. Rules-related social scenarios may be demonstrated and taught through video.

How are **VISUAL SUPPORTS** related to **VIDEO MODELING**?

Visual Supports

The
CONNECTION

VIDEO MODELING

provides a visual representation of expected behavior. A video can easily be paused to highlight or review a specific point or social response for a learner.

Video Modeling and Social Scripts

Taking Turns Talking About Spring Break

1. A person asks me "Where did you go for Spring Break?"
2. I say something like **I went to _____.**
3. The person might ask me "What did you do there?"
4. I say something like **I _____.**
5. I ask **Where did you go for Spring Break?**
6. I wait for the person to finish his or her answer.
7. I might say something like **Wow!** or **Cool!**

Actions and
language are
scripted

Created by Liz Delsandro



Pairing Video Modeling with Other Strategies

Video Modeling and Social Narratives

Descriptive information (context) is provided

Taking Turns Talking

Sometimes I might be excited to talk about a topic with others like Spring Break. I might be excited to talk about Spring Break because I went to a fun place like Disney World and I got to do fun things like ride on a spaceship! When someone asks "Where did you go on Spring Break?," I will try to answer with one or two things like "I went to Florida. I went to Walt Disney World." Then, I will try to wait and give the other person a chance to talk. When two people are talking, they usually take turns talking. When one person is talking, the other person is listening to what the person is saying. That is taking turns talking. When two people take turns talking each person has a chance to say what they want to say. I will probably get more turns to say what I want to say. It might make the other person feel happy and want to talk to me again, if I try to take turns talking. Way to go!

Created by Liz Delsandro and based on the work of Carol Gray, creator of Social Stories™



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Video Modeling and the Behavior-Natural Consequence Connection

Re-highlight
taught behaviors
for the learner

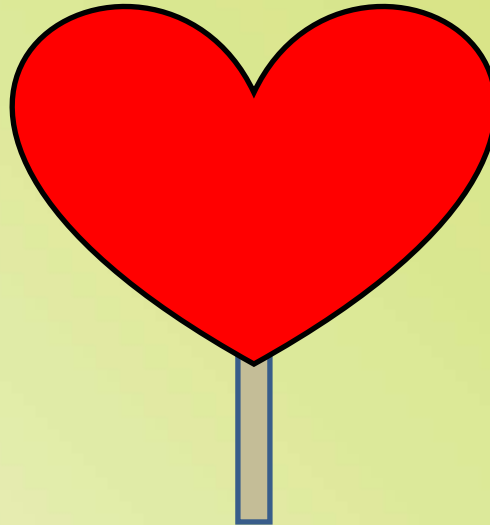
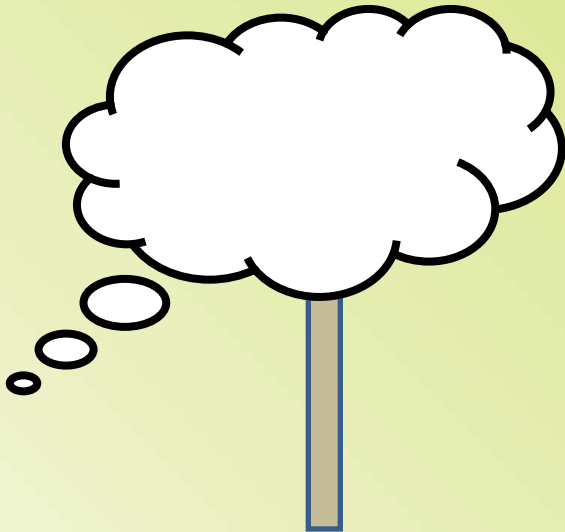
Turn-Taking in Conversation

What we do	What we try not to do
How others might feel as a result:	How others might feel as a result:
What might happen as a result:	What might happen as a result:



Adapted from Social Thinking® and the work of Michelle Garcia Winner. Think Social Publishing: www.socialthinking.com

Video Modeling and Other Visual Supports



Think Bubbles and Feeling Bubbles:

Learners can start express their own thoughts and feelings in a situation. Additionally, they can begin to predict the thoughts and feelings of others, and potential actions of others based on their thoughts and actions (perspective-taking).



Research Supporting Video Modeling

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