Video Modeling Interventions for Individuals with Autism

Delano (2006)

ABSTRACT

Video modeling interventions involve a child watching videotapes of positive examples of adults, peers, or him- or herself engaging in a behavior that is being taught. The purpose of this review was to examine empirical studies in which video modeling interventions were applied to individuals with autism. Nineteen studies published between 1985 and 2005 met the inclusion criteria for this review. The findings suggest that video modeling interventions are effective in teaching a variety of skills to children with autism. Descriptive summaries are provided for each study. Directions for future research and implications for practitioners are provided.

SUMMARY & HIGHLIGHTS

The researcher performed a meta-study of all significant video-modeling studies over two decades to make general conclusions about the efficacy of video modeling as an intervention for special needs student. She found that students learn concepts quickly, generalize skills, and maintain gains.

QUOTATIONS

“[S]tudents receiving a video modeling intervention in the studies reviewed demonstrated generalization of social–communicative behaviors, functional living skills, and perspective-taking skills. This is an important finding because generalization is a central challenge for learners with autism and there is great need for interventions that can effectively support generalization.”

“Video modeling has been effective in home, school, and community settings.”

“Video modeling often facilitates rapid skill acquisition, maintenance, and generalization across settings, people, and materials. This is important to note because generalization is often not attained by children with autism using traditional prompting methods and in vivo instruction.”

LINK TO STUDY