



Introduction

- > National Autism Center (2009)
 - National Standards Project established intervention: modeling intervening including video modeling (VM) and video self-modeling (VSM)
- > Sherer et al. (2001)
 - VM and VSM were equally effective interventions for increasing responses to questions; some individual differences were noted
- > Bugghey (2005)
 - VSM was found to be effective across a variety of behaviors including language, social initiations, and other behaviors (e.g., tantrums, aggression); effects were immediate and behaviors were maintained and generalized across settings.
- > Bellini and Akullian (2007)
 - meta-analysis found VM and VSM to be an equally effective intervention strategies for increasing communication and language skills
 - Although VM and VSM have been found to be effective interventions for children with ASD, only one study (Bugghey, 2005) was identified that investigated the use of VSM on increasing mean length utterance for children with ASD.

Purpose

> The purpose of this study was to investigate the effectiveness of video self-modeling on increasing mean length of utterance (MLU) for a child with autism.

Methodology

- > Participant
 - 5-year-old boy who was previously diagnosed with autism
 - Uses single words (i.e., nouns and verbs); single word utterances edited to form four word/five morpheme utterances for video
- > Video Self-Modeling DVD
 - Primary VSM DVD: stimulus picture of action, participant producing utterance (e.g. A dog is jumping), followed by adult restating appropriate utterance
 - Secondary VSM DVD-CB: stimulus picture of action, participant producing utterance, followed by the adult restating appropriate utterance with a visual support

Methodology

- > Baseline
 - Stable baseline was established over four consecutive trials using Laurate First Verbs program and the verbal stimulus, "Tell me what is happening."
 - Response: five, 5-morpheme utterances consisting of "article + noun + is + verb + -ing"
- > Intervention
 - VSM DVD was presented prior to the participant producing the utterances
 - Stimulus was either First Verbs or action book with verbal stimulus, "Tell me what is happening."
 - A verbal model of the appropriate utterance was provided following the participant's response.

Results

Figure 1. Total Number of Morphemes Produced for Each Trial During Baseline Versus Intervention Using Video Self-Modeling

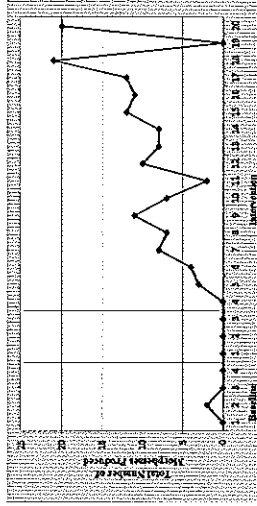
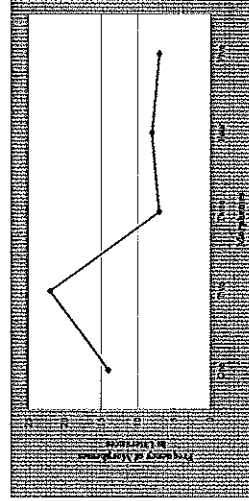


Figure 2. Frequency of Morphemes in Utterances Using Video Self-Modeling



Discussion

- > The current study supports previous studies from Sherer et al. (2001) and Bugghey (2005) indicating the effects of VSM on language development.
 - Current study used recasts following the participant's response
 - No information on whether or not recasts were used following the participants utterances in studies by Sherer et al. and Bugghey
- > The current study used a verbal restatement (gloss) of the participants edited utterances on the VSM DVD due to limited intelligibility of the utterances and also used recasts of the appropriate utterance following the participant's responses.
 - Combined treatment package (VSM DVD + recasts)
 - The use of the visual support VSM DVD and visual supports during the elicitation tasks were not used
- > Future Research
 - Investigate the effects of increasing mean length of utterance using video modeling vs. video self-modeling
 - Evaluate the use of video self-modeling for increasing mean length utterance with verbal recasts and without the use of verbal recasts
 - Investigate the effects that intelligibility of utterances in video self-modeling DVD has on increasing mean length utterance
 - Investigate the effects of video self-modeling with communication board (visual support) vs. without the visual support and number of trials to reach criterion

References

- > Bugghey, T. (2005). Video self-modeling applications with students with autism spectrum disorder in a small private school setting. *Focus on Autism and Other Developmental Disabilities, 20*(1), 52-63.
- > Bellini, S., & Akullian, J. (2007). A meta-analysis of video modeling and video self-modeling interventions for children and adolescents with autism spectrum disorders. *Exceptional Children, 73*, 264-287.
- > National Autism Center (2009). *National standards report: The national standards project-Addressing the need for evidence-based practice guidelines for autism spectrum disorders*. Retrieved on April 25, 2011 from <http://www.nationalautismcenter.org/affiliates/reports.php>
- > Sherer, M., Pierce, K. L., Paredes, S., Kssacky, 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? *Behavioral Modifications, 25*(1), 140-158. doi:10.1177/0145445501251008