Using Video Modeling to Teach Vocational Skills to Young Adults with Autism Spectrum Disorder

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Abstract
This study evaluated the effectiveness of video self-modeling as a method for teaching two young adults with autism spectrum disorders (ASD) how to perform job-related skills in a vocational setting. Prior to intervention, videos were recorded of the participants as they performed single steps of novel tasks at their jobsites. The researcher created video self-models by combining and editing the recordings of the single tasks into a video that depicted the participants performing all the steps of the task in succession. The videos included written instructions and voiceovers of the instructions. The videos were uploaded to Box, an app that enabled the participants to watch their respective videos on a smartphone prior to attempting a task. The effectiveness of the video self-monitoring intervention was evaluated using a multiple baseline across behaviors design. Results indicated the participants performed job-related skills at significantly higher levels after video-self modeling was presented. Social validity data indicated that video self-modeling was an effective, appropriate, and feasible method of teaching job-related skills in vocational settings.

Defense of Dissertation Committee
April Regester, Ph.D. - Chairperson
Michael Bahr, Ph.D.
Lisa Gilbertsen, M.A.
Patricia Kopetz, Ph.D.