Effects of Video Modeling and Video Feedback on Peer-Directed Social Language Skills of a Child with Autism

Alcantara (1994)

ABSTRACT

"Identifying practical strategies for teaching children with autism to use social language with their peers is a challenge for professionals designing treatment programs. The purpose of this multiple baseline study was to assess the effectiveness of video modeling and video feedback for teaching a child with autism to use social language with typical peers during play. **Video modeling was effective in increasing social language in two of the three activities**. Video feedback and prompting were required in the third activity to effect a stable rate of increased social language. **Unscripted verbalizations predominated across all three activities, as did initiations**. The results are discussed with reference to previous research, future directions, and implications for practice."

LINK TO STUDY

http://pbi.sagepub.com/content/8/2/106.refs?patientinform-links=yes&legid=sppbi;8/2/106