



Teachers' Corner



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Using Video Modeling to Improve Social Skills Acquisitions of Adolescents with Autism Spectrum Disorder

Students with autism spectrum disorder (ASD) have marked deficits in their ability to socially interact with others (Kroeger, Schultz, & Newsom, 2007; Maione & Miranda, 2006). Examples of such social deficits may include difficulty in initiating social interactions, odd social behaviors, perseveration regarding topics of personal interest, and difficulty with social reciprocity (Apple, Billingsley, & Schwartz, 2005; Delano, 2007; Maione & Miranda, 2006).

Video modeling (VM), in which appropriate social behaviors are modeled on videotape and later viewed by the student, is one intervention that has been shown to improve appropriate social interactions and decrease undesired behaviors in students with ASD (Delano, 2007; Nikopoulos & Keenan, 2007). Researchers have hypothesized that VM is effective for individuals with ASD because it combines two evidence-based practices for teaching this population, visually cued instruction (Quill, 1997) and imitation of behaviors observed by others (Bandura, 1977). In addition, it builds on the visual strengths of individuals with ASD (Kroeger et al., 2007). VM is time- and cost-effective. Both familiar and non-familiar peers and adults, as well as the individual student, can act as models in the videotapes (Bellini & Akullian, 2007). Videos can be edited to ensure that the most salient information is displayed in the viewing area to maximize learning for students with ASD (Charlop-Christy & Daneshvar, 2003; Corbett & Abdullah, 2005). Moreover, VM promotes generalization because skills can be trained across multiple settings, people, and behaviors (Apple et al., 2005; Bellini & Akullian, 2007; Buggey, 2005; Nikopoulos & Keenan,

2007). Finally, VM reduces the anxiety induced by face-to-face interactions for individuals with ASD, while still allowing them to practice interpersonal skills (Bellini & Akullian, 2007).

Although there is promising research in the field for individuals with higher functioning ASD, little research exists for using VM to teach social reciprocity to individuals in the moderate-to-severe range. Many studies have used treatment packages or tangible reinforcers to promote skill generalization, but few have shown skill generalization to other settings with unfamiliar peers using VM alone. To address current research limitations, we present a study that examined the effects of using VM with untrained same-age peers as models on unprompted social initiations and responses of three middle school students with moderate-to-severe ASD in general education classes. Generalization of targeted social skills to untrained general education settings was also examined. The study used a single-subject multiple-baseline-across-participants design (Tawney & Gast, 1984).

Skills for video development were selected based on individual participant's needs by examining baseline data and deficits according to adaptive behavior inventories (social validity measures) given prior to the baseline phase. Each video consisted of skill introduction using verbal and written cues, a social scenario demonstrated by typically developing peers, an explicit explanation of the skill demonstrated, and a repeat of peer skill modeling. During the VM instruction, each participant viewed one to three social scenarios, described what skill(s) he saw, and role-played with the experimenter prior to going to his respective class. The experimenter provided performance feedback and used a least-to-most prompting hierarchy method for incorrect responses. Sessions were conducted two to three times per week and lasted approximately 6 to 15 min per session. Each student was observed in the general education setting for 15 min per session, and the experimenter provided verbal or gestural praise for appropriate social initiations and responses observed. During generalization probes, students did not view the videos prior to going to the general education setting. Generalization probes were collected to determine the extent to which each participant transferred his learning from VM instruction to an "untrained" elective class setting.

Results showed that all three participants increased the number of social initiations and responses in the general edu-

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President's Message

Teresa Doughty

Welcome to a new year! Let me begin by saying I am delighted and honored to serve as your president and hope this year will be as successful as our last. In 2010, we had outstanding conferences in Maui and Nashville, a more than 20% increase in our membership, the launching of a new DADD website, the publication of the critical issues paper *Beyond Time Out and Table Time: Today's Applied Behavior Analysis for Students with Autism*, and the appointment of a new publications chair, Dr. Michael Wehmeyer. This year we have been busy preparing for the April CEC national conference in National Harbor, Maryland. DADD will be well represented with an exciting Showcase session and over 90 individual presentations on topics relevant to autism and intellectual and developmental disabilities. In addition, the board will be developing a new strategic plan and preparing for our 2012 DADD conference in sunny south Florida!



My year as DADD president also marks my 27th year as a professional in special education. During this time I have served as a classroom teacher and university faculty member. It has been an amazing journey during which I was privileged to learn from and work alongside some remarkable classroom teachers and academic leaders in the areas of intellectual disabilities and autism. I am grateful to these individuals for inspiring me with

their intellect, creative teaching, and professional drive. In fact, it was their infectious enthusiasm and commitment to enhancing the lives of the people we serve that continues to rouse my excitement for this field. It is that same spirit I've found within our DADD membership, and one of the many reasons I am so pleased to serve in this division.

At a time when much is happening in education on a national scale, it is easy to become frustrated and lose focus on what is important in the daily lives of the individuals we serve. Yet, we cannot afford to lose the ground we've gained. I recall my early teaching years when segregated programs and schools for children with significant disabilities were the norm, IEPs were in their infancy, real transition planning did not exist, and assistive technology was virtually absent in regards to what we know today. We've come so far, and it can be directly attributed to the many dedicated professionals and family members who were not willing to settle for less than equality for all members of our community. As a division, our aim is to pursue activities leading to advancements in our field's knowledge base that will result in improved outcomes for persons with autism and intellectual/developmental disabilities. I am committed to this pursuit, always envisioning a better future and never forgetting how far we've traveled.

I am here to serve you for this next year and look forward to doing so. Should you have any questions or ideas you would like to share, please do not hesitate to email me (tabert@purdue.edu). I also invite you to become involved in one of our committees. Feel free to contact a committee chairperson for more information. We always welcome DADD members who want to make a difference!

13th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities



DADD will be hosting the 13th International Conference on Autism, Intellectual Disabilities and other Developmental Disabilities in **January 2012 in Miami, Florida**. Please watch for the spring edition of *DADD Express*, which will include the Call for Papers for the conference.

At the CEC Convention in Nashville, the DADD Board of Directors approved a motion to host its conference on an annual basis, beginning with the January 2012 Conference!

For additional information, please contact: **Cindy Perras**, Conference Coordinator
Email: cindy.perras@cogeco.ca

DADD Election Results

VICE PRESIDENT: [Nikki Murdick](#)
SECRETARY: [Toni Fuller Merfeld](#)
STUDENT MEMBER: [Jordan Shurr](#)
FAR WEST MEMBER: [Debra Cote](#)
SOUTHEAST MEMBER: [Debbie Wichmanowski](#)

CONGRATULATIONS to our recently elected board members. We were pleased to have had such an outstanding slate of nominees. The newly elected officers began their term of service to the board on January 1, 2011. More information on each member will be presented in the next *DADD Express*. We would like to encourage all members to get to know the Division on Autism and Developmental Disabilities' Board by joining a committee, attending conferences, and visiting our website to obtain the latest information.

Upcoming 2011 DADD Program and Showcase Session Highlights

The 2011 CEC Annual Convention & Expo in National Harbor, Maryland (just outside our nation's capital and directly across the Potomac from Old Town Virginia), should prove to be an interesting and exciting conference for DADD members. This year **more than 85 sessions and poster presentations** will address topics related to individuals with autism or developmental disabilities. In addition, on **Tuesday, April 26th**, our **DADD Showcase** session will feature four leading experts in the fields of autism and developmental disabilities. **[Drs. Michael Wehmeyer, James Patton, Richard Simpson](#)** and **[Juane Heflin](#)** will present their views on the **current and future critical issues relevant to practitioners and researchers in autism and developmental disabilities today**. Following their presentations, audience members are invited to ask questions of these experts in a town hall style meeting.

DADD Call for Nominations for 2012

Each year, the Nominations/Elections Committee is charged with the responsibility of soliciting from the DADD membership a listing of nominations for vacancies on the Board of Directors. Nominees must be (a) members at the time of nomination and election and throughout their terms of office, (b) willing to participate for their entire term of office, and (c) willing to serve as a chair of a committee as needed. In addition, nominees for regional members must reside in their respective regions. Vacancies for which nominations are requested include:

Vice President (4-year term: Vice President, President-Elect, President, Past President)

Responsibilities: The Vice President acts in the place of the President-Elect with his or her authority in case of absence or disability of the president-elect and shall act in the place of the president with his or her authority in case of absence or disability of both the president and the president-elect. He or she also serves as the division's representative for advance program planning for the Annual Convention, which will take place during his or her term as President-Elect, and serves as co-chair with the president-elect for future special conferences sponsored by the division.

Treasurer (3-year term)

Responsibilities: The Treasurer shall be responsible for accounting for all funds in a manner prescribed by the Board of Directors and shall prepare an annual budget and make an annual report to the Board of Directors and to the business meeting at the annual convention.

Canadian Member (3-year term)

Responsibilities: Serves as a regional member, participates in all Board Meetings, and resides in any Canadian province or territory.

Nominations for these positions must be received by **June 1, 2011**. The person submitting the nomination and the person being nominated must be members of CEC-DADD. A brief bio of the nominee should accompany the nomination, which should be sent via email directly to **Emily Bouck** (bouck@purdue.edu).

2011 Division on Autism and Developmental Disabilities (DADD) Meetings and Social Events, National Harbor, MD

Monday, April 25	Tuesday, April 26	Wednesday, April 27
Executive Committee Meeting 8:00–9:00 am DADD Presidential Suite	Critical Issues Meeting 8:30–9:30 am DADD Presidential Suite	Diversity Meeting 8:00–9:00 am DADD Presidential Suite
Board of Directors Meeting 9:00 am–5:00 pm DADD Presidential Suite	Subdivisions Meeting 12:00–1:00 pm DADD Presidential Suite	Membership Meeting 9:00–10:00 am DADD Presidential Suite
	Awards Meeting 1:00–1:30 pm DADD Presidential Suite	Conference Meeting 10:00–11:00 am DADD Presidential Suite
	Past Presidents’ Meeting 1:30–2:30 pm DADD Presidential Suite	Publications Meeting 11:00 am–12:00 pm DADD Presidential Suite
	Finance 2:30–3:30 pm DADD Presidential Suite	Communications Meeting 12:00–1:00 pm DADD Presidential Suite
	General Business Meeting 5:00–7:00 pm Location to be Announced	How to Publish in ETDD 2:00–3:00 pm Location to be Announced
	President’s Reception 7:30–10:00 pm Location to be Announced	Board of Directors Meeting 5:00–7:00 pm DADD Presidential Suite

Proposed Amendments to the DADD Constitution and By-Laws

At the DADD Board of Directors meeting in Nashville, the board voted to amend the DADD Constitution and By-Laws to change the name and role of the regional members. The purpose of the proposed changes is to make regional members true representatives of their region. Currently, regional members do not represent their region but are elected by region to ensure board representation across the country. The proposed change would result in regional members being regional representatives, representing and supporting new subdivisions within their region. The changes include the following.

Motion: To change **Regional Member** to **Regional Representative** throughout the Constitution and By-Laws

(In Article V, Section 3, A.; Article V, Section 5, D.; and Article VI, Section 2)

DADD Policies and Procedures, A. Board of Directors, 12. Geographical Distribution (proposed changes noted in bold):

Five members of the Board come from designated geographical areas to avoid area bias. All five are fully responsible for and to the total membership, **but have special responsibilities to division members within their region.** Each may be able to contribute special knowledge and unique talents to the Board and may be appointed to serve on standing and/or ad hoc committees and may reflect unusual regional insight. Thus, while the individuals elected to these represent the total DADD membership, they also have regional responsibilities related to information-sharing, recruitment, monitoring and development. Specific responsibilities may include:

1. support regional conference development activities;
2. support and assist in developing new subdivisions **within their region;**
3. help monitor and provide support for subdivisions **within their region;**
4. assist in membership recruitment and retention **within their region;**
5. act as regional liaison to the Board of Directors.

DADD Identity Statement: Information Brief

“Who Is the Membership of the Division on Autism and Developmental Disabilities (DADD), Council for Exceptional Children (CEC)?”

The purpose of this Brief is to describe the different roles and areas of expertise of individuals who find a home as members of DADD. To support this purpose, this Brief will provide a summary description of the various types of services, supports, and accommodations often provided to children and youth with autism, intellectual disabilities, and developmental disabilities.

Persons working with children, youth, and adults with autism, intellectual disabilities, and other developmental disabilities possess a diverse range of skills, knowledge, and experience addressing a wide array of disability needs. These needs are apparent in areas of academic learning, behavior management, independent living, and career/vocational preparation. Personnel may work in an array of instructional arrangements, including that of a resource specialist working with or co-teaching with other academic content teachers, special education teacher focused upon the disability needs of specific students to benefit from their education as prescribed in an IEP, and educators and support personnel in areas of behavior management and specialized learning approaches.

The needs of students served by such personnel are very general in nature and represent a significantly broad and diverse set of conditions. A common characteristic of students is a limitation in what is called *adaptive functioning*, often requiring support beyond typical classroom learning interventions. Adaptive functioning includes areas such as self-help skills, functional problem solving, socialization, and communication. The broad categories of these students are autism and intellectual and developmental disabilities. *Autism*, or *autism spectrum disorder* (ASD), refers to a condition that includes a variety of symptoms, most notably social and communication limitations. These vary across severity ranges from mild to severe. For some, their adaptive functioning limitations are influenced by the co-occurrence of lower intellectual functioning. Others, considered to have high-functioning autism such as Asperger syndrome, may have average or above-average score levels on IQ tests; yet, their adaptive functioning may be compromised by limitations thought to be caused by neurological impairments related to social reasoning. *Intellectual disability* (ID) is a term currently used to denote individuals who have lower-than-average IQ scores and adaptive functioning limitations. The adaptive functioning limitations are influenced by lower intellectual abilities. *Developmental disability* (DD) is a broad term that is used for different purposes by various organizations and service-providing agencies. Generally, it could include autism and intellectual disability but could also include others, such as those persons with a physical disability

where their physical, and possibly intellectual, limitations influence adaptive functioning.

Because of the wide array of disabilities included in the areas of Autism, Intellectual Disabilities, and Developmental Disabilities, the DADD membership is also representative of a wide array of expertise and interest areas. An examination of the membership demographics of the division confirms this: DADD members list a minimum of 25 different areas of professional expertise and interest.

As noted earlier, professionals who provide special education services to individuals with ASD, ID, and DD vary broadly in both expertise and service delivery. Teachers may provide services in schools, homes, hospitals, and many varieties of centers. Additional support is provided for teachers by paraprofessionals, who have an increasing role in service delivery. In collaboration with DADD and other divisions, CEC is developing a new set of guidelines for paraprofessionals, which should be available in 2011 or 2012. Professionals who are specialists in specific roles are also a part of the service provision for persons with ASD, ID, and DD. This would include behavioral specialists, professionals who provide intervention with families, medical personnel, and related service professionals in specific areas (language, physical care, emotional support). Supports provided in home settings are a cornerstone of the services provided by many professionals who work with individuals with ASD, ID, and DD, as are school- and center-based supports. Finally, families have a key role in service acquisition and support and are highly valued by DADD.

In an effort to be proactive and to provide information to this very broad audience, DADD has established a number of avenues for information dissemination. Opportunities are provided annually for members to participate in DADD focus sessions at the annual CEC convention, and bi-annually the division conducts regional and topically focused conferences targeting specific areas of need. Foremost in the area of publication is the division's journal, *Education and Training in Autism and Developmental Disabilities*, which provides members with a solid, research-based resource for using promising practices. Other publications that DADD provides its members include a newsletter that appears in the journal *Focus on Autism and Other Developmental Disabilities*. Besides the journal and newsletter, DADD has a critical issues committee that regularly develops papers on topics of interest to the membership or a subset of the membership. These issue papers can be found on the DADD website (www.daddcec.org). Of course, the division has active committees in the areas of diversity, professional standards, and critical issues, and members are encouraged to become involved in any of these committees.

Students' Corner



Jordan Shurr
Student Governor

Things don't always work out the way you've planned. Five years ago I would have told you at this point I would be working as a special education administrator. Ten years ago, I figured I would be in Prague, fluent in Czech, and working somewhere interesting and exotic. Twenty years ago I prepared for a future in architecture, medicine, or film. Today, I am in my third year of graduate school, working toward a PhD in special education. I have not yet been an administrator, had an address in Prague, or diagnosed anything beyond my own lack of sleep. And I honestly could not see it any other way.

The events and experiences that have worked to lead me to my current place in life once appeared unrelated and inconsequential. In retrospect, however, they are interconnected and have served to shape my understanding. One of my first experiences with individuals with disabilities came from a summer camp in Michigan. The camp was not geared for students with special needs but instead had adopted the practice of inclusion. A support team was available to meet the unique needs and challenges of the individual campers so they could participate fully (lodging, meals, activities) in life at summer camp. I witnessed kids getting dirty for fun for the first time in their lives. For many of these kids and their parents, this was a really big deal and a reason for celebration. My experience at camp helped me to understand that sometimes something as seem-

ingly natural as inclusion often requires intentional effort. In high school I learned you could opt out of study hall by volunteering in the special education classroom. I tagged along on, what I later learned to be called, community outings. I observed a teacher advocating daily for her students, expecting them to make choices, have preferences, and become more independent. I discovered that teachers function best when they act as an independence-enabler for students. During my work as an elementary teacher for students with moderate and severe disabilities, I found that a teacher is required to be a jack-of-all-trades. In addition, I realized how important a peer support network is to both professional development and personal sanity. As an assistive technology consultant, I learned that students should be given a chance to surprise you with what they know and are able to do. Now, as I am writing, I realize I have been a student all along and will continue to be. The only difference is the label on my tax form and my shared, windowless office.

I am certain your story is as varied as mine. If you have made it with me thus far, you've probably already started to think about your personal journey and the people and events that have shaped it. I encourage you to take a moment and write it down—the connections and shaping events, while likely unplanned, may surprise you. I look forward to the year ahead acting as your student representative in DADD and working toward increased student involvement and membership within this great community. Please feel free to contact me with your concerns, ideas, questions, or stories (jshurr@purdue.edu). I'd love to hear them.



IT'S NOT TOO EARLY . . . Denver 2012

Proposal deadlines will be announced shortly for the **2012 Council for Exceptional Children Annual Convention and Expo** to be held in the "mile-high" city of **Denver, Colorado, April 11–14, 2012**. Please mark your calendars and check both the DADD website and the CEC homepage for the due dates and additional conference information.

We strongly encourage members to consider submitting a proposal and sharing your innovative ideas and research in the areas of autism and developmental disabilities. Students are especially encouraged to submit proposals. Proposals accepted for the 2012 Convention may be considered for the **CEC-DADD Practitioner and Student Awards** (see "Attention Students and Practitioners . . ." in this issue for more information). We hope to see you in Denver!

Diversity Committee News

Elizabeth A. West
Chairperson



The intent of the DADD Diversity Committee is to deepen relationships with all divisions in addressing diversity and to build a mechanism for collaborative problem solving on diversity issues that affect all divisions and the organization. Input continues to be solicited to generate ideas on the most effective and efficient ways to accomplish this task. We will explore the use of technology as a tool to facilitate communication and problem solving among constituents.

Diversity Committee members will be engaged in several activities throughout the upcoming year: recruiting and retaining committee members and ensuring that content related to diversity is infused into all aspects of the division. Furthermore, we will be targeting issues related to evidence-based practice and cultural linguistic diversity, focusing on important issues such as which practices are the most effective for whom, when, and under what conditions. We continue to keep issues of diversity and disability at the forefront and will generate deep dialogue and action, in which action items will be collaboratively prioritized, at the 2011 CEC Annual Convention & Expo in National Harbor.

Attention Students and Practitioners! DADD Awards

CEC-DADD encourages students and practitioners to consider submitting proposals for the 2012 CEC Convention in Denver, Colorado. Session presentations by students and practitioners have been well attended at past conventions, and attendees have appreciated hearing about innovative practices from their peers.

Student and practitioner presentation proposals relevant to the field of **autism, intellectual disabilities, and other developmental disabilities** and accepted for the CEC Annual Conventions in National Harbor (2011) and Denver (2012) will be reviewed by the DADD conference program chairs and then submitted (with the permission of the author[s]) to the DADD Awards Committee for consideration for two distinct awards: the **Herbert J. Prehm Student Presentation Award** and the **Practitioner Presentation Award**. Up to three presentation proposals from each category (i.e., Student Presentation and Practitioner Presentation) will be reviewed by the Awards Committee. The committee may then select one presentation proposal from each category. A DADD Award Certificate, along with \$400, will be given to the recipients of each award at the DADD General Business Meeting during the CEC Convention. We hope you will start thinking now about writing a presentation proposal for the 2012 CEC convention. For more information about these and other DADD awards, contact **Toni Merfeld** (toni@metrowestkids.net). See you in National Harbor!

JOIN a DADD Committee!

Below are the 2011 DADD Committees and Chairpersons. Contact any Committee Chairperson directly to obtain information and/or to **JOIN A COMMITTEE!**

Awards	Toni Merfeld (toni@metrowestkids.net)
Communications	Darlene Perner (dperner@bloomu.edu)
Conference Coordination	Richard Gargiulo (gargiulo@uab.edu) Cindy Perras (cindy.perras@cogeco.ca)
Critical Issues	Bob Stodden (stodden@hawaii.edu)
Diversity	Elizabeth West (eawest@u.washington.edu)
Finance	Gardner Umbarger (gumbarg@bgsu.edu)
Legislative (CAN)	Bob Stodden (stodden@hawaii.edu)
Membership/Unit Dev.	Debbie Wichmanowski (dwichman@pasco.k12.fl.us)
Nominations	Emily Bouck (bouck@purdue.edu)
Professional Dev./Standards	Scott Sparks (sparks@oak.cats.ohiou.edu)
Publications	Michael Wehmeyer (wehmeyer@ku.edu)

Membership and Unit Development Committee News



Debora Wichmanowski
Chairperson

Wow, the last few months have been exceptionally great months for our division. Our membership has been increasing over the past eight months, and in fact, DADD membership is now the highest it has been in years: more than 3,500 members. Keep spreading the good word about DADD and encouraging people to join us.

Also, we are always looking for new subdivisions. If your state currently does not have a DADD subdivision or has one that has been inactive for some time, we would love to assist

you in getting one started or the old one back up and running. If you or someone you know is interested in starting a subdivision, please let me know. Florida members: Watch for information coming out soon about the Florida DADD subdivision, which is in the process of being reactivated. Any others? Let me know!

Finally, if you haven't already done so, check out our new website (<http://daddcec.org>). You'll find the (a) latest information about our division and (b) a list of the Membership Representatives for each geographical area in the section "About Us." Feel free to contact your area representative if you have any questions.

I hope to see you at the CEC Convention in National Harbor, Maryland, in April.

("Teachers' Corner" continued from page 1)

cation setting once VM had been introduced. Generalization results showed that students transferred the social reciprocity skills to a second general education setting.

This study added to the current literature on using VM to increase unprompted social initiations and responses in individuals with ASD. In addition, the generalization data and improvement in the social validity data suggested that same-age peers may function as common stimuli or natural communities of reinforcement (Kroeger et al., 2007; Mechling, 2005). The proposed reasoning behind the effectiveness of this study was twofold. First, explicit teaching was implemented and students were provided with multiple exemplars and opportunities for practice (Apple et al., 2005; Mechling, 2005). Second, watching videos is often a highly preferred activity for this student population; therefore, the video viewing may have served as reinforcement (Sherer et al., 2001). The results suggest that VM may be a useful tool for successfully including students with moderate-to-severe ASD in general education settings.

Authors' Note: This article is based on a presentation at the 2010 CEC Convention in which Alicia F. Saunders was the recipient of the DADD Practitioner Presentation Award.

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