EDP 520 – Fall 2012

Pre-Proposal

**1. Introduction**

What is the goal of your research?

The goal of my research is to determine how effective video modeling strategies are with students who have moderate/severe autism at the secondary level for increasing appropriate social skills (eye contact and personal space) during one-to-one conversations.

Why is your topic important?

Video modeling is important for many reasons.  Advancements in technology and programs available on various electronic devices help teach individuals with autism spectrum disorder (ASD) the proper social skills and appropriate ways to interact in group situations.  Technology provides individuals who are non-verbal the opportunity to communicate in ways they have never been able to. Video modeling is a fairly new topic that researchers are studying to determine how effective this intervention is with teaching individuals with ASD how to interact during individual, small, and large group settings.

What is already known about your topic?

When students with ASD are directly instructed using visually based interventions, these students are able to generalize and maintain new social, life, and behavioral skills (Ganz, Earles-Vollrath, & Cook, 2011).  Video modeling interventions demonstrate appropriate behaviors and social skills through videos.  Different interventions include video self-modeling, in-vivo modeling, video modeling, and video prompting (Ogilvie, 2011).  The various types of video modeling interventions have successfully been used to teach individuals with autism a multitude of behaviors such as self-care, purchasing skills, play, academic skills, and behavioral skills (Maione & Mirenda, 2006).

What questions remain unanswered?

How can educators assess how effective various video modeling strategies are for individual students with autism at the secondary level (Ogilvie, 2011)?

Do students with ASD who view videos immediately after video modeling interventions have better results with increasing appropriate social skills (Digennaro-Reed, Codding, Catania, & Maguire, 2010)?

How effective is video modeling for social language opportunities when individuals who have autism with limited language are introduced to different social experiences at an early age (Maione & Mirenda, 2006)?

How do your findings contribute to the field?

            The findings on video modeling will contribute to the field of special education by providing further research into a fairly new intervention strategy for individuals with ASD.  The findings will provide more data and examples of video modeling strategies that work best for students with ASD at the secondary level.

**2. One or more hypothesis and one or more research questions to be investigated in your research.**

Hypothesis: The implementation of video modeling interventions (the use of an iPad) will increase appropriate social skills (eye contact and personal space) during one-to-one conversations among individuals with ASD at the secondary level.

Research Question(s):

1) How effective are video modeling strategies for students who have moderate/severe autism at the secondary level with increasing appropriate social skills (eye contact and personal space) during one-to-one conversations?

2) What is the best method of video modeling to implement for students who have ASD at the secondary level?

**3. Research method.  Explain why you chose this method.**

Experimental Research Design:

I chose this method to produce a cause and effect explanation for the relationship between the use of video modeling strategies and the increase in appropriate social skills for individuals with ASD.  Therefore, increasing the amount of video modeling interventions will cause an increase in appropriate social skills (maintaining eye contact and appropriate personal space).

**4. Procedure.  Research plan step by step, sampling method, groups, etc.**

1) Students will be recorded (using an iPad) during social skills activities (period 5).  An iPad will be readily available during the school day for the teacher and/or support staff to record social skills activities such as conversational exchanges.  Students will then have the opportunity to watch what was recorded and be provided verbal/visual feedback on what they did that was positive and what they can do to work on correcting certain social skills and behaviors using social stories to teach them appropriate skills.  Social stories with social skills lessons will be created to provide visual pictures with the text for students who require visual accommodations to comprehend what they are reading.

Baseline data will be taken on dependent variables (eye contact, personal space) during social skills activities.  Baseline data will then be compared to data taken after the implementation of video modeling strategies.

Convenience sampling will be used for this study based on the availability and willingness of the students to participate in their classroom.

Four individuals with ASD at the secondary level will be included in the study.

**5. Instruments.  Information about validity and reliability of the instruments.**

An iPad will be used to record social skills activities.  The iPad will also be used for students to watch themselves display certain behaviors, and to help teach them appropriate and/or replacement behaviors.  The independent variables of this study are the use of the iPad during social skills activities and the manipulation of social skills scripts and activities. The dependent variables that will be measured are whether or not a student maintains eye contact and personal space during each social exchange.

Social stories will be reviewed with comprehension questions to check for each student’s level of understanding.  Social stories are written text stories with visual pictures to accommodate specific words/sentences that help individuals with ASD comprehend what they are reading/listening to.

For this research study to be internally valid, I will demonstrate that changes in the dependent variables are directly related to changes manipulated to the independent variables. For this research study to be externally valid, I will make sure there are no factors that may inhibit the ability to generalize the findings from this study across other secondary school settings.