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Andrea Bretl

Valparaiso University, andrea.bretl@valpo.edu

Lindsey Smith

Valparaiso University

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Generalization of Social Skills Learned via Video-Modeling in Children with ASD

Andrea Bretl, Lindsey Smith

Departmental Affiliation: Psychology
College of Arts and Sciences

Impairments in reciprocal pretend play are well documented in children with a diagnosis of Autism Spectrum Disorder (ASD). The effectiveness of many different behavioral teaching techniques has been examined in order to teach play skills to children with autism. Central to our purpose is the application of video-modeling to the training of new skills in children with ASD. Research has provided ample support for the notion that new skills may be acquired by observation of video-modeled behavior. Our study will examine the cooperative social behavior of children with ASD and the probability of generalization of social skills learned from video modeling. Further, we hope to discern whether video-modeling alone is sufficient or whether video-modeling must be paired with other techniques, such as prompting, to be effective in training social response in children. This project aims to reveal the level of effectiveness of video-modeling in training new social interaction skills to children with ASD. This information will be of significant benefit to therapists, parents, and caregivers as they strive to identify the most effective treatments for their children.

Information about the Authors:

Andrea Bretl is a senior psychology major. She is interested in developmental psychology, particularly as it relates to childhood disorders. She plans to pursue graduate training in developmental psychology with an emphasis on autism. Lindsey Smith is a senior double major in psychology and art, with a minor in theater. She is interested in issues examining the intersection between art and psychology. She plans to pursue graduate studies in art therapy at the University of Louisville.

Faculty Sponsor: Dr. Angela Vernon

Student Contact: andrea.bretl@valpo.edu