

Critical Review:

Is peer-mediated video-modeling an effective social skills intervention for children with autism spectrum disorder?

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mediated VM to increase, generalize and maintain social skills such as affective responses, compliment-giving, initiating, responding, participation, conversational maintenance, and reciprocal play. Recommendations for future research and clinical implications are discussed.

Introduction

Social skills deficits are recognized as a defining feature of Autism Spectrum Disorder (ASD) and are the core

-mediated intervention (Reichow & Volkmar, 2010; Strain, Schwartz & Bovey, 2008). Peer models are defined as the same age, gender and familiar or unfamiliar to the individual (McCoy & Hermansen, 2007).

VM is a promising intervention strategy for children with ASD because it capitalizes on strengths in visual processing, draws attention to relevant stimuli, reduces social anxiety and is intrinsically motivating (Charlop-Christy, Le & Freeman, 2000). In addition, VM results in faster acquisition rates of targeted skills and greater generalization in comparison to modeling in person (Charlop-Christy, Le & Freeman, 2000). The benefit of improved generalization is important as children with ASD have difficulty transferring skills (Bellini & Akullian, 2007). VM is also a structured and systematic intervention approach which corresponds with the p

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Sansosti and Powell-Smith (2008) implemented a single subject multiple-baseline design across three participants with an average age of 8 years, 6 months. Inclusion criteria, performance on standardized measures and dn

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