Video modeling and peer play in young children with Autism

Story of Friendship

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Disclosure Statement

Amy Thrasher, Heidi Burke, Melissa Klaer, and Sheryl Schaller have no relevant financial or nonfinancial relationships to disclose.
Agenda:

- Program overview
- Program components description
- Opportunities for clarification questions
- Conclude with 5 minutes for discussion
- We welcome further discussion and brainstorming throughout the rest of the conference!
-Credits-

Children and Families of Story of Friendship!

**Service Providers**
- Helen Nychka
- Sheila Goetz
- Karen Duerk
- Sarah Sutter Trehorne

**Professors**
- Susan Moore
- Christie Yoshinaga-Itano
- Pui Fong Kan
- Gail Ramsberger

**Other graduate students, particularly**
- Carol Garrington
- Lisa Kellogg

**Undergraduates**
- Jessica Hooker
- Multiple undergraduate videography interns
Story of Friendship Program
Overview

- Social-communication intervention for young children on the spectrum
- Joint attention with peers
- Began in 2004
- Transactional nature of social communication disorders
- Continual development
  - Evidence-based practice

Wetherby & Prizant, 2000
Story of Friendship
“by the numbers”

Participants:
- Children ages 2 ½ to 8 years
- 4 children on the spectrum
- 4 typical peers

Facilitation
- 1 clinical faculty
- 4 graduate clinicians
- Each clinician supports a “buddy pair”

Frequency & Duration
- Fall/Spring Semesters: 8 weekly sessions of 1 hour
- Summer: 8 sessions, 2 weeks, sessions of 2 hours
Components of Story of Friendship

- Begins with families
- State regulation
- Routine-based
- Repeated storybook reading
- Supported peer interaction within a story-play routine
- Objective of joint attention
- Video modeling
- Individualized cuing hierarchy
- Generalization of skills
Foundations
Begins with Families

- Individual learning profiles
- Families are fundamental to effective intervention
- Home visit
  - Interact with child
  - Interview family
  - Complete the Social Skills Checklist

Individual Learning Profiles

- Methods of state regulation
- Play skills
- Joint attention skills
- Opportunities for peer interaction
- Response to cuing

Social Communication Stages

Prizant, Wetherby, Rubin, Laurent, & Rydell, 2006

www.scerts.com
Families’ Long-term Goals

- Engage in social interactions
- Will be able to develop and sustain friendships independently
- Will engage in reciprocal play and conversation with peers
- Have friends

Family provides long term goal for social communication
Routine-based Intervention

- Daily schedule

- Enhance participation
  - Familiarity
  - Predictability
  - Security
  - Focus attention
  - Practice skills

Kashinath, Woods, Goldstein, 2006; NRC, 2001; Woods & Wetherby, 2003
Questions for clarification about methods or rationale?
State Regulation
Outside Play

- Transition from family to group
- Family communication
- State regulation
Peer Interaction
State Regulation Supports

- Songs
- Visual supports
- Environmental structure
- Individual state regulation supports
Repeated Storybook Reading
Story Circle

- Literature based intervention
- Repeated readings
- Story-play routine
  - Action-based routine
  - Provides access to peer play
  - Greater participation across sessions

Story Re-enactment

Read the story

Act it out, increasing participation
Story-play routine
Buddy Time

- Watch the video model on laptop

- Act out the story-play routine
Action-based Turns

Initial objective: take action-based turns with a peer in the story-play routine

MS will demonstrate sustained engagement in an activity with a peer present by completing 7 of 8 action-based turns in a structured story-play routine after a video model when given visual cues.
Joint Attention

 следует перенаправить внимание на партнерство с другом

 MS будет демонстрировать совместное внимание в рамках взаимодействия с другом, переключая свое внимание на своего партнера не менее 5 раз за 8 обменов в рамках структурированной сценарной-игровой рутине после демонстрации видео-модели, когда он будет получать жестовые подсказки.

 ASHA, 2006; Charman, 2003
Video Modeling
Benefits of Video Modeling

- Efficient
- Provides continuity
- Capitalizes on visual strengths
- Reduces attentional & language demands
- Effective in multiple domains

Recommendations / guidelines

- Relatively brief videos
- Visual information presented in a salient manner
- Use of instructional prompts and reinforcers

Shukla-Mehta, Miller, & Callahan, 2009
Action → Joint Attention

- Begin with VM of action-based routine
- Introduce VM emphasizing joint attention
Individualized Cuing
Hierarchy
Individualized Cuing Hierarchy

- Use of instructional prompts & reinforcers
- Consider child’s individual learning profile

MS will demonstrate sustained engagement in an activity with a peer present by completing 7 of 8 action-based turns in a structured story-play routine after a video model when given visual cues.
### Example of Cuing Hierarchy – Action-based

#### Objective: action-based turns

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<thead>
<tr>
<th>Cuing level</th>
<th>C’s Turn</th>
<th>M’s Turn</th>
<th>C’s Turn</th>
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<th>Together</th>
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<td>7. Visual + Direct</td>
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<td>7. Tactile + Point + Direct Verbal</td>
<td>Touch M to gain attention + Point to C + “Oh, look!” (or “Show C”)</td>
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<td>6. Tactile + Point + Indirect Verbal</td>
<td>Touch M to gain attention + Point to C + “Oh!” or “C can’t see…”</td>
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<td>5. Sign + Point + Indirect Verbal</td>
<td>Sign for look + Point to C + “Oh” or “C can’t see…”</td>
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<td>4. Sign + Point + Visual</td>
<td>Sign for look + Point to C + Picture of C</td>
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<td>2. Expectant Face</td>
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<td>1. Wait time / Independent</td>
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Independent!
Questions for clarification about methods or rationale?
Generalization
Free Play

- State regulation

- Supported peer interaction
Songs & Goodbye

- Familiar routines
- Support peer interaction
Partnering with Families

- Observation of other service provider
- Transition from group to families
- Family Night
- Treatment Report

ASHA, 2006; NRC, 2001
Strong Responder

Match between child and intervention
Current clinical and research process

- Refine treatment manual
- Refine training (orientation)
- Document individualized cuing hierarchy process
- Clarify data collection methods
- Conduct qualitative research
Questions and Discussion

contact: amy.thrasher@colorado.edu
List of Suggested Stories

- The Napping House, Audrey Wood
- Bear’s New Friends, Bear is Scared, Karma Wilson
- Sitting in my Box, Dee Lillegard
- It’s My Birthday, Helen Oxenbury
- The Little Old Lady Who Wasn’t Afraid of Anything, Linda Williams
- Stone Soup, Ann McGovern
- That’s What Friends Are For, Florence Perry Heide
- The Great Enormous Turnip, Alexei Tolstoy
- Chicken Little, illustrated by Laura Rader
- The Pig in the Pond, Martin Wadell
- Miss Mabel’s Table, Deborah Chandra
- The Mitten, The Hat, Honey…Honey…Lion!, Jan Brett
Video Modeling References


References


