

## **A Comparison of Two Types of Video Modeling to Teach Self-Help Skills to Children with Autism**

The people responsible for this study are Dr. Laura Stapleton and Anna Burns, M.A., at the University of Maryland Baltimore County. The study is conducted during home visits, when your child will watch a video of a person performing self help skills, and then will try to do those skills, while he or she is being videotaped. There is limited information about the best ways to teach children with autism.

### Purpose

Video modeling has been used successfully to teach a wide variety of skills to people with and without disabilities. The purpose of this study is to see which of two types of video modeling works best to teach self-help skills to children with autism. The intervention will consist of showing your child a video made using one type of video modeling. The video will attempt to teach your child to do a multi-step task. Prompting and positive reinforcement may also be used to help your child learn this new task.

There are no known risks associated with video modeling interventions.

### Participant requirements:

1. The family lives within a 50 mile radius of Baltimore, MD.
2. The child is between 4-16 years old at the beginning of the study.
3. The child must have a written diagnosis of Autistic Disorder made by a professional using the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV).
4. The child is able to sit still and watch a video or television program for a minimum of 2 consecutive minutes on a regular basis.

If you are interested in learning more about this study, please contact Anna Burns, M.A. at phone # (443) 983-4417 or e-mail: [burns1@umbc.edu](mailto:burns1@umbc.edu).