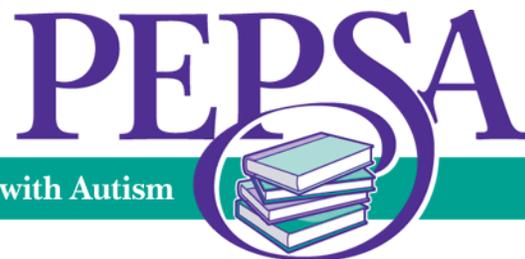




Florida Department of Education



Partnership for Effective Programs for Students with Autism

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Video Taping for Positive Behavior

At the CARD Conference in 2009 I had the opportunity to listen to Scott Bellini speak about Video Modeling (VM) for children with Autism Spectrum Disorders (ASD). He explained that when students watch a video of themselves modeling the desired behavior they could learn the desired behavior. Mr. Bellini writes about it in his book, *Building Social Relationships*. The book references Video Self Modeling, which he refers to as VSM, for social interactions. The purpose of this project was to find out whether VSM would be successful in decreasing undesired behaviors in a student with ASD as well as whether it worked to improve social interactions.

This project began by collecting baseline data on a single subject, M, who has been my student for the past two years. M is a 14-year-old eighth grader with ASD and limited language skills. I collected data on three behaviors: screams, physical aggression to others, and self-injurious behavior (SIB). After baseline data was collected, I showed M a video of himself daily exhibiting the desired behavior as well as modeling how to express himself verbally to replace the undesired behaviors.

The final data of baseline and intervention, as plotted in a graph, shows the following information when analyzing the trend lines. Physical aggression had little change—the trend line stayed steady. Self-injurious behavior (SIB) decreased slightly. The frequency of screams per day showed the most significant decrease of the three behaviors.

There were some unexpected variables that must be mentioned which may have had an impact on M's behaviors. Previous to this project and during baseline data collection, M had not been on any type of medication. His family decided that at this time they would like to look at medication for M to help decrease challenging behaviors. The medication began on February 9, 2010 and was changed again on March 10, 2010.

In conclusion, video taping for positive behavior appears to have helped decrease some problem behaviors. However, there were unexpected variables that may have influenced results. This strategy may have future benefits in decreasing problem behaviors of other students as well as increasing positive behavior.