THE EFFECTS OF VIDEO MODELING ON COMPLIMENTARY BEHAVIORS TOWARDS CHILDREN WITH DISABILITIES IN TYPICALLY DEVELOPING CHILDREN: A CASE STUDY

By

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A Thesis Presented to

The Faculty of Humboldt State University

In Partial Fulfillment of the Requirements for the Degree

Master of Science in Kinesiology: Teaching/Coaching

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May 2019

ABSTRACT

THE EFFECTS OF VIDEO MODELING ON COMPLIMENTARY BEHAVIORS TOWARDS CHILDREN WITH DISABILITIES IN TYPICALLY DEVELOPING CHILDREN: A CASE STUDY

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Video modeling has been an effective instructional tool to teach children with disabilities, however, there is less research on the effectiveness of video modeling to teach typically developing children. The participants of this study were two typically developing children, and they were siblings of child with a disability. This study used an ABAB experimental design to graph, and visually determine differences between control and intervention sessions. The purpose of this study was to evaluate the effectiveness of video modeling to teach typically developing children verbal complimentary behaviors in an inclusive physical activity setting. The results of this study found video modeling to be an ineffective tool to teach typically developing children verbal complimentary behaviors. Possible reasons for these results include: participant population, varying social opportunities, and small sample size. Therefore, future research should evaluate the effectiveness of video modeling to teach affective skills to a larger sample size of typically developing children, and evaluate the effectiveness of video modeling to teach this population both gross and fine motor skills.

ACKNOWLEDGEMENTS

Throughout my time at Humboldt State University, I have been privileged to study beneath many remarkable individuals. I would like to thank all of the professors and advisors that helped guide me these past few years. To name a few, thank you Dr. Jill Pawlowski, Dr. Chris Hopper, Dr. David Adams, and Dr. Rock Braithwaite. Each of you have positively impacted my experience as a graduate student at Humboldt State University.

Thank you Dr. Pawlowski for your patience, flexibility, and vast knowledge as my committee chair. Your organized support made graduation attainable for me, and encouraged me to continue my pursuit of higher education. Thank you Jill.

Thank you Dr. Hopper for your unrelenting encouragement and approachable demeanor. Your belief in me has given me confidence to become a teacher. You reassure me that I am capable of becoming an excellent teacher. Thank you Chris.

Thank you Dr. Adams for always establishing high expectations and providing the necessary support for me to achieve these expectations. You have excellently modeled what it looks like to be a phenomenal teacher, and shown me the importance of setting high expectations as a teacher myself. Thank you David.

Thank you Dr. Braithwaite for your honesty, wisdom, and passion for teaching. You are the reason I chose to come to Humboldt State University, and you are the reason I began teaching students with disabilities. You helped me discover my purpose in life. Thank you Rock.

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INTRODUCTION

Video modeling is an instructional strategy that can be effectively used to teach various types of skills (Akmanoglu, 2015; Kagohara et al., 2012; Macpherson, Charlop, & Miltenberger, 2015; Markey & Miller, 2015; Shrestha, Anderson, & Moore, 2012; Smith et al., 2015). This strategy uses a video clip of a model to teach a specific skill to a learner, wherein, after observing the video, the student is then asked to perform the observed skill without any further instruction (Obrusnikova & Rattigan, 2016). The effectiveness of video modeling to teach children with disabilities has been heavily reported in recent years (Obrusnikova & Rattigan, 2016). Video modeling has been an effective tool to teach these children psychomotor, cognitive, affective, and behavioral skills (Akmanoglu, 2015; Kagohara et al., 2012; Markey & Miller, 2015; Macpherson, Charlop, & Miltenberger, 2015; Schmidt & Bonds-Raacke, 2013; Shrestha, Anderson, & Moore, 2012; Smith et al., 2015). Psychomotor skills that have been taught via video modeling have been both functional skills, and play skills (Besler & Kurt, 2016; Shrestha, Anderson, & Moore, 2012; Smith et al., 2015). Additionally, video modeling has been shown to increase the effort level participants put forth in an activity (Bittner et al., 2017). Video modeling has also been used to teach cognitive skills such as memorizing and performing a task (Kagohara et al., 2012; Markey & Miller, 2015). Video modeling has been effective in teaching children with disabilities affective skills such as, facial expression recognition and complimentary behaviors (Akmanoglu, 2015; Macpherson, Charlop, & Miltenberger, 2014). Finally, video modeling has taught children with

disabilities behavioral skills such as, on-task behavior, and appropriate transitions (Schmidt & Bonds-Raacke, 2013). Both affective skills and behavioral skills have been identified as useful skills to help children participate within an inclusive setting (Garrote, 2017; Küçüker & Tekinarslan, 2015; Yeo & Teng; 2015).

Inclusion means that students with disabilities are educated alongside students without disabilities. This type of educational setting is most effective when the students have developed adequate affective and behavioral skills Garrote, 2017; Küçüker & Tekinarslan, 2015; Yeo & Teng; 2015). Past research has shown that students with disabilities can be accepted by typically developing peers, but popularity and self-concept are dramatically affected by the individual's social and behavioral skills (Küçüker & Tekinarslan, 2015). Children with adequate social and behavioral skills are often regarded as more popular students, and they have a more positive self-concept than children who lack social and behavioral skills (Garrote, 2017; Küçüker & Tekinarslan, 2015). Improving social interactions between children with and without disabilities is critical for successful inclusion. Based on the shown effectiveness of video modeling in improving social skills, it may be concluded that video modeling is a viable instructional tool to teach children the skills that are important to thrive within an inclusive setting.

Research has shown that video modeling is an effective instructional tool to teach complimentary behaviors to children with disabilities (Macpherson, Charlop, & Miltenberger, 2014). However, there is a lack of research to determine whether or not video modeling is a viable instructional tool to teach typically developing children complimentary behaviors. The purpose of this study is to evaluate the effectiveness of

video modeling to teach typically developing children verbal complimentary behaviors in an inclusive physical activity setting.

REVIEW OF LITERATURE

Video Modeling

The use of video modeling (VM) is a relatively new instructional strategy that has become increasingly more studied in recent years (Hammond et al., 2010; Kourassanis, Jones, & Fienup, 2015; Mechling & Collins, 2012; Obrusnikova & Cavalier, 2017; Shipley-Benamou, Lutzker, & Taubman, 2002). VM involves an individual watching a video clip of a skill, and then being asked to perform the observed skill without any additional support (Bellini, Akullian, & Hopf, 2007; Mechling, 2005; Obrusnikova & Cavalier, 2017). This instructional strategy has often been utilized by instructors who teach special populations (i.e. individuals with autism spectrum disorder, or intellectual disabilities), and has shown promising results in the psychomotor, cognitive, and affective domains (Akmanoglu, 2015; Kagohara et al., 2012; Markey & Miller, 2015; Macpherson, Charlop, & Miltenberger, 2015; Shrestha, Anderson, & Moore, 2012; Smith et al., 2015). Furthermore, VM can be used as a behavior management tool to help students stay on-task, and transition from one activity to another (Schmidt & Bonds-Raacke, 2013). Marino & Myck-Wayne (2015) reported that the most common identified barriers to implementing VM in education settings were lack of time, lack of resources, and lack of professional development. This suggests that while educators value VM, they would like more professional development to prepare themselves for successful VM implementation.

Psychomotor domain

Previous research has assessed the effectiveness of using VM to teach functional skills (Shrestha, Anderson, & Moore, 2012; Smith et al., 2015). In these studies, the participants were boys with Autism Spectrum Disorder (ASD), and all increased psychomotor components after VM, but the effectiveness of VM as an instructional model varied case-by-case. Some participants demonstrated 100% accuracy of the skill being taught; whereas, some participants needed additional prompting to initiate the skill being taught.

Other researchers looked at the effectiveness of VM to teach children with ASD specific play skills (Besler & Kurt, 2016). Besler & Kurt (2016) had the children in this study construct a toy train before the intervention and then used VM to teach the children how to properly construct the toy train. Upon removing the VM intervention, each child was able to perform the skill 100% correctly by performing each step of the task in the order shown in video (Besler & Kurt, 2016). Therefore, VM has shown to be an effective instructional strategy for teaching both functional skills (Shrestha, Anderson, & Moore, 2012; Smith et al., 2015) and play skills to children with ASD (Besler & Kurt, 2016).

In 2017, researchers assessed the effectiveness of VM on increasing energy expenditure while teaching locomotor skills to children with ASD (Bittner et al., 2017). Bittner and colleagues (2017) used an Actiheart monitor to track energy expenditure. This study found that children with ASD exerted more energy while performing a locomotor skill that is taught via VM versus traditional teacher demonstration (Bittner et

al., 2017). These results suggest that VM may increase the effort level in students with ASD while teaching locomotor movements.

Cognitive domain

Previous researchers assessed the effectiveness of VM on improving cognitive skills of children with ASD (Kagohara et al., 2012; Markey & Miller, 2015). These studies both used point-of-view VM, which is the same as traditional VM except the skill being observed is demonstrated from the first-person point of view. Each of these studies assessed cognitive skills that pertained to computer usage. All of the participants from both studies were able to perform the taught skill 100% successfully. Furthermore, each of these studies showed positive results on skill retention. Therefore, point-of-view VM may be an effective instructional tool to teach children with ASD cognitive skills.

Affective domain

Multiple studies have been conducted looking at the effectiveness of VM to improve the social skills of children with ASD (Akmanoglu, 2015; Macpherson, Charlop, & Miltenberger, 2014). One study looked at how VM could be used to teach the naming of facial expressions (Akmanoglu, 2015), while the other study looked at how VM could be used to increase complimentary behavior (Macpherson, Charlop, & Miltenberger, 2014). Comparatively, each of these studies reported positive results. Akmanoglu (2015) discovered that VM was an effective instructional tool because all participants improved from 0% correct responses to 100% correct responses. In addition, Akmanoglu (2015) gathered data throughout maintenance sessions to determine if the skill was retained. Maintenance sessions took place 1, 3, or 5 weeks after the participants met the skill

criteria. Results from the maintenance sessions showed that the participants were still able to identify the correct facial expression 100% of the time. Similarly, Macpherson and colleagues (2014) discovered that VM was an effective instructional tool to increase complimentary behavior. Macpherson and colleagues (2014) reported that all participants improved from demonstrating minimal or no complimentary behavior to meeting criterion within 2-7 intervention sessions. In contrast to Akmanoglu (2015), Macpherson and colleagues (2014) did not gather maintenance data. Nonetheless, the findings from each of these studies support VM as an effective instructional tool to teach affective skills.

Behavior management

Schmidt & Bonds-Raacke (2013) assessed the effectiveness of VM to improve academic performance (i.e. on task behavior, and appropriate transitions). The participants of this study were two teenage girls with ASD. One participant was assessed on on-task behavior; whereas, the other participant was assessed on appropriate transitions. Schmidt & Bonds-Raacke (2013) used video self-modeling (VSM) to teach both on task behavior and appropriate transitions to the participants. VSM is similar to traditional VM, with the only exception being that the skill is being demonstrated by the student. For example, this study recorded a video of the participant performing the target behavior, and then used that made video to teach the student the target behavior. The results from this study showed that VSM effectively reduced off-task behavior and inappropriate transitions for each of the participants respectively (Schmidt & Bonds-

Raacke, 2013). These results suggest that VSM may be an effective instructional tool to help instructors manage behavior.

Inclusion

Inclusion has been defined as educating students with disabilities in a regular educational setting (Winnick, 2011). General physical education (GPE) instructors have reported support for inclusion (An & Meaney, 2015) whereas, university physical education majors have reported a disapproval for full inclusion (Hodge & Elliott, 2013). Comparatively, all participants reported that segregating students with disabilities from students without disabilities can be the most appropriate educational setting. An & Meaney (2015) identified suggestions that GPE instructors deemed valuable. The following three suggestions were most commonly reported: Learning about the students, collaborating with other adapted physical education teachers, and reviewing the student's individualized education program (IEP). Therefore, it can be concluded that both future instructors and current instructors perceive preparedness to be an important component to successful inclusion (An & Meaney, 2015; Hodge & Elliott, 2013).

Inclusion and social skills

A lack of social skills is a contributing factor to the unsuccessful inclusion of students with disabilities (Garrote, 2017; Küçüker & Tekinarslan, 2015; Yeo & Teng; 2015). Garrote (2017) discovered that individuals with intellectual disabilities can be socially accepted by typically developing peers, but there is a significantly positive relationship between social skills and student popularity. Garrote (2017) concluded that a

lack of social skills may not be the sole factor that leads to unsuccessful inclusion, but that it is one of numerous factors. Similarly, Yeo and Teng (2015) found that students with ASD struggle with inclusion because of a lack of social skills. Specifically, students with ASD show a lack of social skills in the affective and behavioral domains (Yeo & Teng, 2015). Therefore, it can be concluded from the findings of Garrote (2017), Küçüker and Tekinarslan (2015), and Yeo and Teng (2015) that improved social skills may increase the likelihood of successful inclusion in the classroom.

In addition to a lack of social skills, Küçüker and Tekinarslan (2015) discovered that a lower self-concept is a contributing factor to unsuccessful inclusion. In this study, it was found that students with disabilities generally have a lower self-concept than their typically developing peers (Küçüker & Tekinarslan, 2015). Additionally, it was found that students with disabilities have a tendency to lower their self-concept as a consequence of struggling to meet the academic demands of an inclusive classroom (Küçüker & Tekinarslan, 2015). Therefore, engaging in inclusive settings without necessary supports may decrease social factors that are necessary to facilitate that inclusion.

Inclusion and behavioral skills

Students with disabilities have deficits in the behavioral domain that hinder their ability to successfully assimilate in an inclusive classroom (Küçüker & Tekinarslan, 2015; Yeo & Teng; 2015). Küçüker and Tekinarslan (2015) found that students with disabilities exhibit more problem behaviors than typically developing students. Moreover, these problem behaviors have a significantly positive correlation with student

loneliness, and a significantly negative correlation with both self-concept and social skills (Küçüker & Tekinarslan, 2015). Along with increased problem behaviors, students with ASD exhibit a lack of behavioral skills including expressing appreciation, maintaining eye contact, and working cooperatively within a team (Yeo & Teng, 2015). The lack of behavioral skills and the relationship of these skills to self-concept and social skills suggests that integrating behavioral skills into instruction, such as with VM, may be key in supporting successful inclusion.

Inclusion and video modeling

Results from previous studies support the idea that VM is an effective instructional tool to teach students both social and behavioral skills (Akmanoglu, 2015; Macpherson, Charlop, & Miltenberger, 2014; Schmidt & Bonds-Raacke, 2013). A deficiency in either of these skills has shown to hinder successful inclusion (Garrote, 2017; Küçüker & Tekinarslan, 2015; Yeo & Teng; 2015). Therefore, the argument can be made that VM could be a viable method to increase individual skills and behaviors necessary to maintain inclusion. While most research has evaluated the effectiveness of video modeling to teach children with disabilities, far fewer studies have evaluated the effectiveness of video modeling to teach typically developing children.

Teaching typically developing children

One study evaluated the effectiveness of video modeling to increase the social initiations of typically developing children while in an inclusive setting (Buggey & Ogle, 2012). Another study evaluated the effectiveness of video modeling to teach fundamental motor skills (Obrusnikova & Cavalier, 2017). The results of these studies show that video

modeling is an effective tool to teach typically developing children motor skills (Obrusnikova & Cavalier, 2017), but not particularly effective while teaching typically developing children social initiations (Buggey & Ogle, 2012). However, a third study evaluated the effectiveness of video modeling to teach typically developing children how to prompt appropriate play behavior with their siblings who have ASD (Neff, Betz, Saini, & Henry, 2017), and this study reported relatively positive results. Neff and colleagues (2017) discovered that for two out of three sibling dyads, video modeling was an effective instructional tool to teach typically developing children how to prompt and reinforce appropriate play behaviors.

METHODS

Participants

Two typically developing students were recruited for this study. Both participants of this study resided in Humboldt County, CA. A non-probability, purposeful sampling method was used to recruit participants. Inclusionary criteria were as follows: sibling of an individual with a disability, no disability themselves, and enrollment in the summer physical activity program administered at Humboldt State University.

Instruments

A modified teacher coding template from a Humboldt State University pedagogy course was used to organize and code the data. The researcher and two graduate students used the following instructions while coding for complimentary behavior: have the participant wear a wireless microphone during the session, tally and total the number of positive feedback comments provided to peers, tally and total both general positive feedback and specific positive feedback comments. For example, a positive general feedback comment might be, “Good job;” whereas, a positive specific feedback comment might be, “Nice job catching with only your hands.”

Procedures

An ABAB design was used to measure the verbal complimentary behaviors of the participants over a four-day period. Condition A was the control condition where the

child was not prompted with the video model for complementary behaviors and condition B was the experimental condition where the child was shown VM of complementary behaviors. Condition A was administered on days 2 and 4 of the program, and condition B was administered on days 3 and 5 of the program. Instruction on complimentary behavior was given in the form of VM, and was presented immediately prior to the condition B sessions. The two video clips were from a Jr. NBA YouTube video, and they were shown on an iPhone 5c. The model within each video was a school aged girl, and she complimented a physical activity peer. Prior to each condition B session, the researcher explained that the participants should try to be more complimentary like the girl in the video, and then the researcher refrained from giving further instruction until the fifteen-minute session had concluded.

To control for internal validity, the researcher/coder only told the participants they were being recorded for research purposes, and refrained from telling the participants that complimentary behavior was being measured. Verbal compliments were considered any form of general or specific feedback that is positive (i.e. good job, good eye contact). Teacher coding templates were used to tally the total number of compliments made in each session. All sessions were conducted in an inclusive physical activity, and each session lasted a total of fifteen minutes. Each condition (i.e. A1, B1, A2, and B2) consisted of three different fifteen minute sessions.

Statistical Analysis

Excel was used to input and organize the data. Excel was also used to graph the data into an ABAB chart. The chart was then used to visually determine differences in complimentary behavior between sessions, and to determine whether or not video modeling is an effective instructional tool to increase the complimentary behavior of typically developing children in an inclusive physical activity setting.

LIMITATIONS

The primary limitations of this study were participants not relating to the video, participants not being afforded enough social engagement within the activity being monitored, coder inconsistencies, short time length of the study, and small sample size. The video may not have been relatable to all students because the video was of a girl that the participant did not know, and the video was within a setting that the participants were not familiar with. The nature of the activities may have also limited the number of opportunities the participants had to provide verbal compliments to their peers. For example, some activities were team sports; whereas, other activities were individual skill competitions. There may have been coder inconsistency because the two graduate students were only provided 30 minutes of training to familiarize themselves on the procedures of coding for verbal complimentary behaviors. Tracking student behaviors only lasted for 4 consecutive days, so it is possible that with a longer period of time the video modeling strategy may prove effective. Lastly, only two participants were used for this study; therefore, the results of this study cannot be inferred to the entire population of typically developing children.

DELIMITATIONS

Participants between the ages of six and 14 were chosen for this study because this is the age range allowed at the Humboldt State University summer family fitness program. Participant recruitment was only from the summer family fitness program because this was an opportunity to gather complimentary behavior data on the siblings of children with disabilities. The summer family fitness program was chosen because it was an inclusive setting, which allowed the researcher to measure the complimentary behaviors of typically developing children within an inclusive setting. Typically developing children were selected for this study because very little research has examined the effectiveness of video modeling on this population.

ASSUMPTIONS

This study assumed that all participants would watch the entire video on complimentary behavior, and would not refuse to watch it. This study also assumed that the model in the video being observed would be relatable to the participants because the model was of similar age to the participants.

RESULTS

The purpose of the study was to evaluate the effectiveness of video modeling to teach typically developing children verbal complimentary behaviors in an inclusive physical activity setting. 36 verbal compliments were recorded in condition A1, three verbal compliments in condition B1, 20 verbal compliments in condition A2, and four verbal compliments in condition B2.

Overall, these results depict a significant decrease in verbal complimentary behaviors for both subjects. Participant A decreased verbal complimentary behaviors from 17 to one, and Participant B decreased verbal complimentary behaviors from 27 to three.

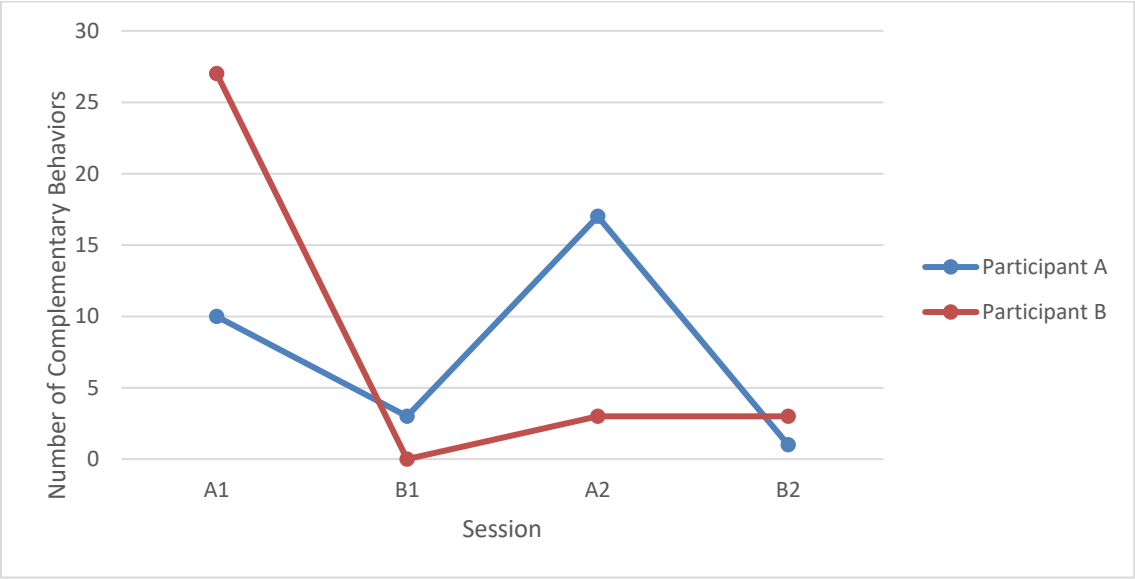

Figure 1. Participant Results

DISCUSSION

The results of this study conclude that video modeling is not an effective instructional tool to increase the verbal complimentary behaviors of typically developing children in an inclusive physical activity setting. In contrast, previous video modeling studies reported positive results after examining the effectiveness of VM to teach skills to children with disabilities (Akmanoglu, 2015; Kagohara et al., 2012; Markey & Miller, 2015; Macpherson, Charlop, & Miltenberger, 2015; Shrestha, Anderson, & Moore, 2012; Smith et al., 2015). However, the present study differs from the majority of past research as it examined the effectiveness of video modeling to teach typically developing children. Possible reasons for aforementioned results include: participant population, varying social opportunities, and sample size.

In the present study, both participants were typically developing siblings of a child who experiences a disability, and an affective skill was being taught. This is significant because previous studies have found conflicting results in regard to the effectiveness of video modeling to teach affective skills to typically developing children. Buggey & Ogle (2012), found VM to be an ineffective tool to teach affective skills to typically developing children; whereas, Neff and colleagues (2017) found VM to be a partially effective tool to teach affective skills to the siblings of children with ASD. While the present study procedures more closely aligned with the work of Neff and colleagues (2017); the results are more similar to Buggey & Ogle (2012). Therefore, it may be concluded that VM is a more effective tool while teaching children with

disabilities than while teaching typically developing children. In addition to participant population, the number of social opportunities may have influenced the results of the present study.

Even though all sessions in the current study were within an inclusive setting, not all sessions were equally social. This is one possible reason for variation in the number of verbal compliments that were exhibited throughout the study. While some activities utilized a games approach to teach physical fitness, other activities utilized a skill theme approach. For example, session A1 occurred while participants participated in a game of team kickball. This game of kickball afforded both participants many opportunities to express verbal complements. In comparison, session B1 occurred while the participants engaged in individual track and field events. Although these events were not entirely devoid of socialization, the number of social opportunities were far fewer than in a game activity. A third possible factor to influence the results of the present study could be sample size.

The present case study examined the effectiveness of VM to teach an affective skill to two typically developing children. One limitation to a case study is that results are often extrapolated because the sample size is so small (Faber & Fonseca, 2014). Therefore, the results of the present study may not accurately reflect the entire population of typically developing children. With a larger sample size, the confidence level of these results would increase and effectively reduce the uncertainty of generalization.

CONCLUSION

The present study examined the effectiveness of video modeling to teach verbal complimentary behaviors to two typically developing children who are siblings of a child who experiences a disability. This study used an ABAB experimental design to gather data, and excel was then used to graph the results of the study. Visual analysis of the data illustrates that video modeling is not an effective tool to teach affective skills to typically developing children. However, these results may not be reflective of the entire population for four significant reasons: (1) varying social opportunities throughout the study, (2) small sample size, (3) insufficient coder training, and (4) brief study length.

Due to the variation of activities the participants were engaged in, the number of social opportunities was impacted. This variation may be a reason for the findings of this study. It is also important to note that a case study cannot be used to infer to the entire population, so the findings of this study cannot determine whether or not video modeling is an effective tool while teaching all typically developing children. Another limitation of this study was insufficient coder training because the coders were only provided with 30 minutes of training prior to the data gathering sessions. This short amount of time on training may have resulted in coder inconsistencies. Lastly, a significant limitation of this study was the short period of time that data was gathered. Participant behaviors were only tracked over a four-day period, so it is possible that with a longer length study the video modeling intervention may have been more effective.

After consideration of the aforementioned limitations, the following recommendations for future researchers include: examine the effectiveness of video modeling on a larger population of typically developing children, examine the effectiveness of video modeling to teach psychomotor or cognitive skills to this population, provide practice coding sessions for any data gatherers, and track participant behavior for an extended period of time. Tracking the behavior of more participants for a longer period of time would contribute to the community of research because the results may then be inferred to the entire population of typically developing children. Providing practice coding sessions was recommended for future researchers because this would increase both the reliability and validity of the results. Lastly, it was recommended that future research examines the effectiveness of video modeling to teach skills from other domains of learning because there is a lack of research in these areas.

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APPENDIX

Participant Feedback Coding Sheet

Instructions:

1. Have the participant wear a wireless microphone during the session.
2. Tally and Total the number of statements according to the types of feedback provided to peers. Tally and Total only general positive feedback, and specific positive feedback comments.

   Examples:

   - Positive General Feedback (e.g., “good job”)
   - Positive Specific Feedback (e.g., “nice job catching with your hands only”)

Participant:_____ Coder:_____

SUMMARY FEEDBACK

FEEDBACK TYPE	TALLY (Mark for each comment)	TOTAL
General Positive Feedback		
Specific Positive Feedback		