EVERYBODY HAS THE RIGHT TO BE SOCIAL; EVERYBODY HAS THE RIGHT TO BE SAFE.
The iModeling™ project; a social development group program for children with autism and an intellectual disability

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iModeling™ Project

• The iModeling™ Project is funded by the Telstra Foundation over six years from 2009 – 2013
• The Disability Research Unit at the University of Adelaide independently evaluates the project
• Video Modeling is the main methodology used
• The project has a high parent involvement (support group, safety forum, homework)
Video Modeling

Video Modeling (VM) or Video Based Interventions (VBI) uses video to teach skills.

Several reviews of the available research have verified:
• VM is useful for children and adults; (1)
• VM is effective for people with intellectual disability; (2)
• Learned skills are maintained and generalized; (3)
• Many different skills can be taught. (4)

(1,3) Buggey, 2007
(2) Nikopolous and Keenan, 2007
(4) Kroeger, et. al, 2007
Feed-Forward Method Video Modeling

• This is the creation of videos displaying skills that the child has not yet developed (1)

• Creating Feed-Forward videos typically requires editing together components of skills that the child possesses but has not yet displayed appropriately

(1) Delano, 2007
Positive Self-Review Method
Video Modeling

• This is used to improve the frequency and/or quality of an existing behaviour (1)
• A person is filmed performing the same skill or behaviour multiple times
• Edit the footage to show only the best instances of the desired behaviour

(1) Buggay, 2009
Group consists of 6 boys and or girls with Autism and an intellectual disability.

Skills:
• Communication skills – saying hello, saying goodbye, taking turns in talking
• Safety program – feelings, personal space, boundaries of touch
• Play skills – taking turns, joining in play
iModeling™ Program

• 34 week program run during school terms from February – December
• 1.5 hour session held on a Saturday
• Each session contains: group game, skill, snack time, relaxation time, games time
• Fortnightly DVD to take home to watch
• Parent support group
Evaluation Method

Parent interviews at:

• Beginning of the program – baseline
• At the end of the program – post-intervention
• Three months after the program finished – follow-up

Interviews involved qualitative questions and a social skills measure, the SSiS.
• 89% improved their social skills score from baseline to post-intervention and
• 79% improved at follow-up.
Qualitative Results – 2010/12

Post-intervention question: Did your child’s report/teacher comments show any improvement in social skills over the past year?

Follow-up question: Have the skills your child was taught in the iModeling program generalised to other areas of their life?

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<th>Year 2 (2010)</th>
<th>Year 3 (2011)</th>
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<td>Group 4: 11-16 year old group with ID + ASD</td>
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(2012)
Future of the iModeling™ program

• Last year of research results, 2013/14, include 3 outreach families with children with an intellectual disability
  – No access to group, parents teaching their child, use of the iModeling™ app 😊, supported via Facebook
• Program available in a web-based supported format
References

References


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