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Title: Effectiveness of social skills training using video feedback for students with Autism Spectrum Disorder (ASD)
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Abstract

With the increasing number of Singaporean children diagnosed with Autism Spectrum Disorder (ASD), more students with ASD and without comorbid intellectual disability are expected to be enrolled within our mainstream education system. While students with ASD and without comorbid intellectual disability may be able to cope with the academic demands, their inherent social-communication deficits are likely barriers to their successful placement in a mainstream education environment. Despite the wide array of evidence-based strategies that are effective in teaching social skills, video feedback is an approach that capitalises on the strengths and interests of individuals with ASD. This study aimed to examine the effectiveness and feasibility of using video feedback in teaching social skills to students with ASD in a Singapore mainstream primary school. This study adopted a single case A-B quasi-experimental design with one student with ASD. A total of 14 pull-out sessions and four in-class observations were conducted across two school terms. Preliminary results using visual analysis and percentage of non-overlapping data (PND) provided information on the suitability of VF in addressing different social skill types and deficits. Specifically, video feedback was an effective intervention strategy in addressing core social interactional skills deficits, such as difficulty in taking perspective. Possible limitations and future directions for the study were presented in the conclusion.

Keywords: autism spectrum disorder, social skills, video feedback, mainstream school