

USING BEHAVIOR SKILLS TRAINING AND VIDEO SELF-MODELING TO IMPROVE  
GREETINGS IN THE WORKPLACE

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by

Nanette Fay Davis

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## **DEDICATION**

This study is dedicated to the families willing to participate in research to expand the knowledge base for all those who come after and to the service providers who come to work and keep smiling day after day.

## ABSTRACT

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In this study a multiple baseline design was utilized to determine if a treatment package of Behavior Skills Training (BST) and Video Self-Modeling (VSM) would be effective in increasing the initiations of simple greetings of adults with Autism Spectrum Disorder (ASD) who were employed or participating in vocational training. The participants were three adult males with ASD, between 29 and 32 years of age, who could verbally imitate or use a speech generating device to say a phrase of three or more words. A greeting sequence consisting of 10 steps was taught and then practiced at the site where greeting skills would be needed. Although not all the steps were achieved by every participant, two of the three participants achieved mastery criteria and all increased the percentage of steps independently initiated in a greetings sequence after the introduction of the skills in a BST training procedure followed by practice with VSM at the work or vocational site. Results of the study show that BST with VSM can be an effective way to increase social initiations for adults with ASD.

**KEY WORDS:** Behavior skills training, Video self-modeling, ASD, Greetings, Social initiations, Vocational training

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## **CHAPTER I**

### **Introduction**

The Diagnostic and Statistical Manual of Mental Disorders (DSM-5; American Psychiatric Association, 2013) diagnostic criteria for Autism Spectrum Disorder (ASD) include deficits in communication and interaction. The deficits listed in the DSM-5 encompass a range of behaviors such as poor eye contact, limited facial expressions, atypical social approaches, and a lack of initiations and verbal conversations. These collective behaviors are a part of what are commonly known as social skills. Social skills are essential to acquiring and sustaining employment (Lopez, Frischling, Cuadros, & Heinitz, 2016), creating greater independence and improving over-all quality of life. Greetings are an important social skill that can provide an opportunity for further interactions in many social experiences and help in employment situations.

Behavioral Skills Training (BST; Miltenberger, 2014) is a method of teaching that incorporates instruction, modeling of the specified skill, rehearsal, and constructive feedback to improve skills. Nuernberger, Ringdahl, Vargo, Crumpecker, and Gunnarsson, . (2013) were able to increase conversation skills for three adults with ASD when using a BST package that included instruction, modeling, and practice with feedback. The training focused on teaching the initiation of a greeting that included appropriate proximity and eye contact with the conversational partner. With the provision of BST, prompting, and contingent reinforcement, improved performance was achieved for all participants. In another study by Hood, Luczynski, and Mitteer (2017), BST techniques were used with three youths with ASD to improve greeting skills by teaching a series of verbal and non-verbal steps to participate in a two-way conversation with trainers and



novel adults using a trial-based format. Teaching began with the instruction of steps and a rationale for the expectations, modeling of the steps, and praise for performance or textual cues to prompt if responses were incorrect. Differential reinforcement was provided at the end of trials for two of the individuals to encourage improved performance without interrupting the behavioral sequences. All participants showed an increase in the target skills compared to baseline performance.

Video Modeling (VM) is an extension of the concepts from Bandura (1961, 1977), who demonstrated that children imitate novel behaviors after watching others perform the behaviors without receiving reinforcement from another source. Bandura (1997) later stated that people could acquire self-efficacy through observation of their own success. Video modeling has since developed into a potential technique for teaching skills when videos of someone performing a task serve as the model and standard for the task to be performed. The behavior is then imitated and reinforced. Kellems and Morningstar (2012) demonstrated that using VM effectively increased the correct percentage of steps in a work task for adults with ASD. Along with accounts of success with VM, there have also been some reports of moderate or limited success. Kagohara et al. (2013) reported moderate results in their attempt to increase the social responses to adult-initiated interactions for two children, and Buggey (2012) concluded that there was no change after attempting to use VM to promote social initiations for preschool children with ASD. However, MacDonald et al. (2015) determined that being able to imitate actions after a delay was a predictor of success when using VM strategies.

Video Self-Modeling (VSM) is a type of VM developed from Bandura's concepts where a participant serves as a video model for himself as a skill is shown, practiced, and

imitated. The video is created with careful prompting and editing to give the appearance of independence as the skill is performed. Bellini et al. (2007) and Buggey, Hoomes, Sherberger, and Williams (2011) found that VSM could be an effective way to teach social-communication skills to young children and adults with ASD.

Greetings are among the most basic of social interactions that would be expected in employment settings that require a combination of verbal and non-verbal behaviors. BST and VM have successfully been used to increase social skills for individuals with ASD. This study extends the literature by examining the use of BST, VSM, prompting, and reinforcement to improve greeting skills for three adults with ASD in a work environment. Training in a BST format with VSM was provided first, followed by practice of the target skills using VSM with prompting and reinforcement. The experimental question asked in this study was whether BST using VSM, followed by a VSM package with prompting and reinforcement, would increase social initiations for adults with ASD in the workplace.

## CHAPTER II

### Method

#### Participants, Settings, and Materials

The participants were three adults who had worked at the same jobsite or prevocational jobsite for a minimum of six weeks. Participants were recruited from a facility that provided behavioral and job support services for individuals with disabilities. Each had an independent diagnosis of ASD, were receiving speech services, and had 1:1 job support at the time of the study. All participants were able to use an iPad, iPhone or computer to watch videos, imitate many actions and phrases, and follow familiar one-step directions. They were able to respond to greetings either verbally or with a communication device using a one- to -three-word response but did not consistently initiate without prompting. The three participants lived at home with their parents. Coworkers in this study had varying roles at the jobsites and may have been cooks, cashiers, receptionists, or managers. Coworkers had no known disabilities and all were recruited based on their availability, meaning that they worked at the same time as the participant.

Simon was a 29-year-old man who had part time employment for over a year at a local restaurant where he organized the dining area and prepared items for the cooks before the restaurant opened. He was able to identify hundreds of items, could read a sentence, and was able to respond to familiar questions. He typically requested with short sentences. According to an interview with Simon's job coach, Simon's typical reinforcers were high fives, praise, and access to a preferred activity such as going somewhere later in the day or week.

Theo was 32 years old and was employed two days a week for more than a year at a local store where he stocked the shelves during regular store hours. As part of his duties, Theo was asked to greet customers as they came in, but he typically ignored them unless prompted. He was able to identify many items, identify some products by labels, speak in simple sentences, and have limited conversations about familiar information but could not read. According to an interview with Theo's job coach, Theo was said to request high fives, thumbs up, and praise by putting up his hand or asking.

Alvin was 31 at the time of the study and was in vocational training two days a week where he would assemble products, sort items into categories, put on prepared labels, and put items on shelves. He used gestures, spoke a few words, and used an iPad as his main form of communication. He could identify more than 100 items and answer familiar questions with his iPad. He was able to request items/activities (in the environment or out of sight) with rote phrases such as, "I want walk," using his iPad. Alvin's job coach stated that Alvin often worked for tangibles or for tokens which he exchanged for tangibles and activities.

The study was conducted in two or more locations per participant based on the work/training environments. The BST instruction with VSM was delivered either in a room with a table and chairs at the day learning facility or in a portion of the worksite where tables and chairs were available. The instructor, confederate, and one participant were present for the BST stages of instruction, modeling, rehearsal, and feedback. The jobsites where sessions took place were a day learning facility, a restaurant, or a retail store within 5 mi of the participants' day facility or residence. The typical routine consisted of arriving, walking to a specified location, and, for the employed participants,

clocking in before starting expected duties. Coworkers and customers were present when the participants arrived for work.

Materials such as an iPad, iPhone, iMovie app, YAOAWE FHD hidden camera recording glasses, 32-GB micro SD card with adapter, visual checklist of steps, and personalized video of the participant performing the skill were used during BST and sessions at the worksite. A laptop was used to view videos from the recording glasses. To create the self-modeling video an iPhone was used to record the prompted sequences, the iMovie app was used to edit videos specific to each participant, and the finished VSM was viewed on an iPad.

## **Design**

Luiselli (2008) states that functional relationships can be established using multiple baseline design when it is not possible to reverse the effects of the treatment. Since it is difficult to reverse learning effects, a multiple baseline design across subjects was utilized in this study to evaluate the effects of the treatment for the three subjects.

### **Dependent Variable Response Definitions**

The social initiation taught to the participants is described by the steps of the sequence which are listed and defined in Table 1. The social initiation was to occur within 3 sec of stopping in front of a familiar coworker, and before being greeted by the coworker. Participants could say, “Hi,” or an equivalent statement such as “Hello,” or “Hey.” If the participant added more words to his statement such as the name of the coworker or “How are you?” that was scored as a correct response.

Each participant had developed his own style of greeting before this study was conducted that, when asked for, may have included a wave, handshake, or a high five.

Any were considered appropriate and definitions were created to reflect the choice of the participants and the variable nature of social interactions. Because typical components of a social interaction also vary in the order that they occur, , step two through step seven would be appropriate in any order. Likewise, steps nine and 10 could be reversed or occur simultaneously.

### **Procedures.**

The study was conducted over a two-month period. Procedures were explained, modeled, and practiced with coworkers during a 15-min training session. A checklist was also provided, and procedures were reviewed with coworkers at the start of each session. As part of the procedure, coworkers were asked to stand or sit in a predetermined location, refrain from speaking or waving until the participant had initiated a greeting, and to respond with, “Hi, how are you?” only if they were greeted by the participant. Coworkers could respond to waves if they were greeted with a wave but were asked to give a handshake or a high five if the participant chose those forms of greeting. The predetermined locations were chosen from areas at the jobsite that had enough visibility to record the participant and coworker during the trial and where the participants would normally encounter a coworker. During all phases, the participant was told, “Let’s go to work,” to start a trial and was stopped within 5 ft of a coworker. During baseline, no other prompts, praise, or reinforcers were given for any response. An instructor would wait for 3 sec for an initiation, and the instructor and participant would leave the area if none occurred. The instructor would lead the participant away in the same manner if some but not all steps of the greeting occurred. To reduce potential anxiety for participants (who had no idea of the expectations and who received no

feedback), only one trial occurred during each baseline session. Baseline trials were recorded with an iPhone and recording glasses.

Upon completion of the baseline phase, each participant was led to a coworker and was prompted at each step of the sequence if that step did not independently occur. Praise was given for correct steps and attempts to achieve the steps as they occurred. Instructors provided the least amount of prompting needed and recorded each participant successfully greeting a coworker with assistance. The prompted videos were edited in iMovie to remove prompting and give the appearance of each participant independently greeting the coworker. Some individualized videos were adjusted to emphasize a skill that was difficult for the participant, so that if a participant had difficulty smiling, the section of the video that showed smiling played for 3 sec longer than real time and included the word “smile” in the video.. The edited videos were then used for the BST and VSM parts of the study.

BST using the edited video was taught and practiced until participants accomplished eight of the steps at least one time in a single trial before the VSM phase started at the jobsite. BST was provided in a quiet area with tables and chairs. Simon’s BST was at a table in the restaurant before it opened. Theo used an empty breakroom at the store. Alvin used an empty classroom at his vocational site. Participants were only scheduled to go to work an average of two times per week, and sessions had to be planned based on their schedules. BST was delivered in 1 hr on one day for Simon, 75 min for Theo over two days, and during 15- to 30-min intervals over two days totaling 2 hr for Alvin.

During each session of BST the participants received instruction, watched the edited video, rehearsed, and were given feedback for each step. The instructor told the participant that he would be practicing saying “hi” to coworkers and that saying “hi” was an important part of working. The participant was shown the steps that included text and familiar symbols to illustrate the steps. Each step was briefly discussed as part of what was needed to say “hi.” The participant was then shown his VSM video. Each step was paused and watched again while referencing the checklist to clarify the expectations and to show the participant achieving the steps. The participant was then led to a confederate, either a job coach or coworker, to practice the steps with prompting. Descriptive praise and high fives were given for correct responses for all participants, but tangibles were also used as reinforcers for Alvin. If a participant was unsuccessful with any step, least to most prompting was provided to ensure success. Least to most prompts occurred in this order: picture cue, model, or guided physical prompt. If any step of the sequence was prompted the instructor said the neutral phrase, “Let’s try again,” and returned with the participant to an available area to view the video again with coaching and practice of the missed step before another trial was started. Participants continued the rehearsal part of BST using the video between each trial until they achieved eight of the steps without prompting at least one time in a trial. This sometimes required taking breaks and coming back to rehearse later or on another day.

During VSM, participants watched their video, were told, “Let’s go to work,” were led to a coworker, and were prompted if an initiation of the sequence or a step did not occur. Sometimes several steps occurred simultaneously, and it was not possible to prompt a missed step mid-sequence. Praise was given for correct steps. If any step was



prompted or skipped, the instructor would say, “Let’s try again,” after the trial and lead the participant to an area to watch their video again, emphasizing the skipped step, and practicing the step with descriptive praise, high fives, or tangibles for Alvin. The instructor would then say, “Let’s go to work,” and start another trial as described above. If a participant achieved all steps independently on a trial, reinforcement was given. If three trials of achieving all steps independently had not occurred, the participant was told he would practice again without the video because he had done so well. A total of three trials would be attempted per session unless a coworker made an error such as forgetting to ask, “How are you?” If a coworker made an error, that trial was stopped as soon as it was recognized, and another trial was started after rehearsing the correct steps with the coworker.

### **Data Collection, Interobserver Agreement (IOA), Procedural Integrity, and Social Validity**

Opportunities for the target behavior were recorded with an iPhone and the recording glasses. Recordings were scored later by a graduate student, who participated as an observer, and the primary investigator. Definitions of the behaviors from Table 1 and the prompts for each participant were also provided when scoring occurred. A trial-by-trial form for scoring was used to record the data for the behavior sequence in which “1” was marked for any instance of an independently initiated step and “0” was marked for an incorrect step (see Appendix A). If the participant added more words to his response such as the name of the coworker or “How are you,” this was considered a correct response. Each participant’s social initiation was attempted and recorded one time during each baseline session and three times during VSM sessions. The percentage of

correct steps were calculated by adding the number of correct responses for the 10-step sequences in each session, dividing by the total number of steps, and multiplying by 100.

Point-by-point interobserver agreement (IOA) was measured by the number of scored agreements divided by the number of total trials (agreements plus nonagreements). IOA was checked for a minimum of one fourth of sessions for each phase of the study. Raters practiced scoring video examples of the target behavior until IOA was 100% during the training session before IOA data was collected for the study. Sessions were scored individually and then compared by the raters. IOA during baseline was 100% for all participants. IOA during VSM ranged between 80% and 100%. The average IOA during the VSM phase was 93%.

The observer and instructor responsible for training, data collection, or scoring participated in a 30-min training session and were provided the procedural checklist, written definitions of the behaviors, and descriptions of the prompting procedures. The observer was a graduate student who viewed the videos and recorded data for interobserver agreement. The instructor practiced expected procedures for the baseline and treatment phases and had a step-by-step checklist to assist with procedural integrity. BST and VSM sessions were recorded for scoring. A scoring form was created in which “1” was scored for a step performed, “0” was scored for a step that was not performed correctly (see Appendix B). The total score was added together and divided by the number of steps that were scored with a “1” or “0” then multiplied by 100. Due to equipment failure, it was not possible to collect procedural integrity from all sessions. Procedural integrity was scored 33% of sessions for Alvin during VSM, 40% for Theo, and 29% for Simon. Alvin’s integrity score was 89%. Theo’s average integrity score was

93%. Simon's average integrity score was 93%. The most common integrity error observed was failure to say, "Let's try again," to signal the next step at the end of a trial.

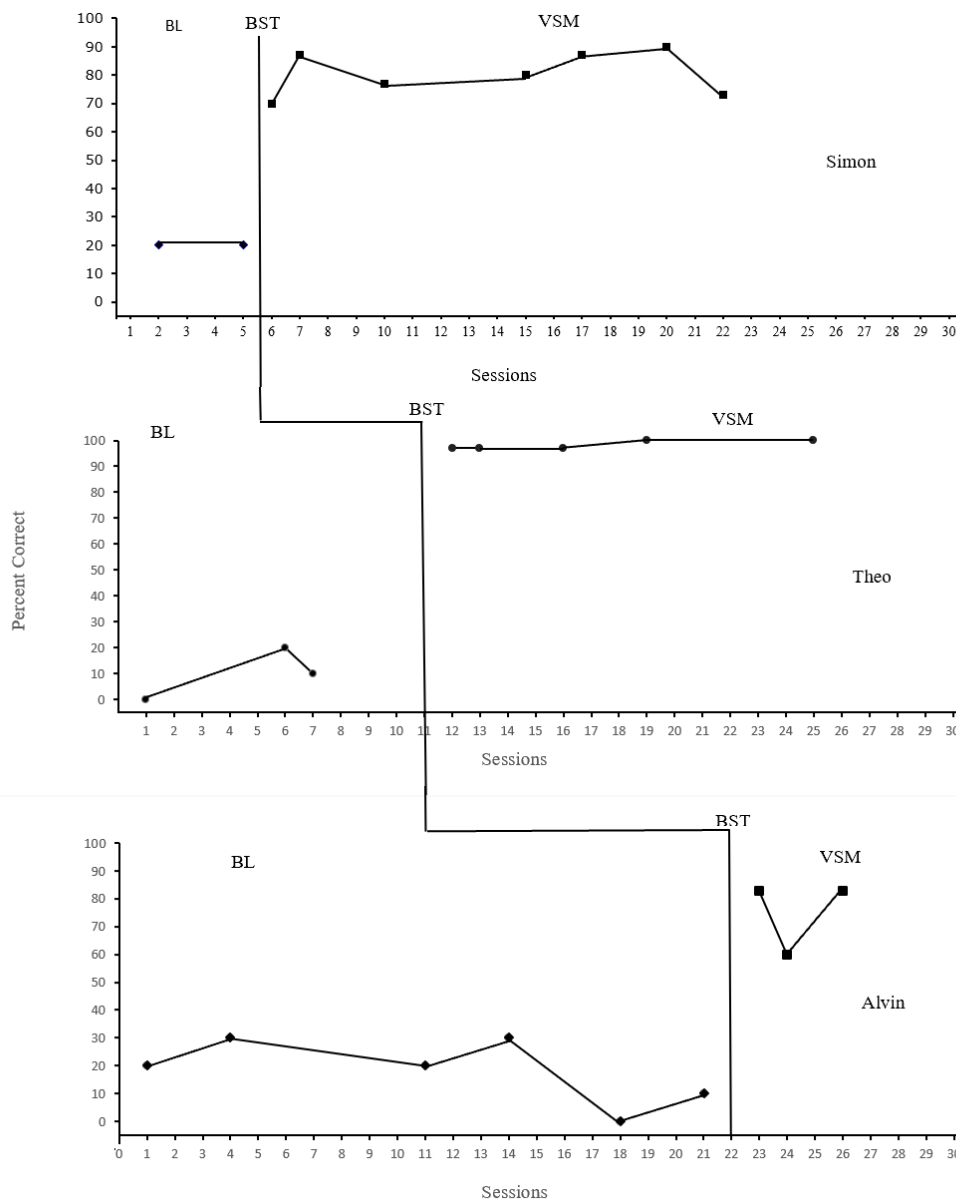
## CHAPTER III

### Results

Participants sequentially entered treatment after stable responding occurred in the baseline phase. During baseline, Simon showed steady responding and accomplished 20% -of the steps correct. After achieving 80% correct of the steps during BST, he started the VSM phase and had little variability in responses. His percentages ranged between 70% to 90% correct of steps with a mean score of 81%. He consistently had difficulty smiling during the sequence and would sometimes say an instruction like, “Smile,” instead of doing the action.

Theo had stable responding during baseline and averaged 10% of the steps correct. He sometimes did a few more steps during this phase after the 3-sec criterion so they were scored as incorrect. After achieving 80% correct of steps during BST, Theo had the highest increase in level which was stable throughout VSM. Theo’s scores ranged between 97% and 100% of the steps correct with a mean of 99%.

Alvin remained in baseline longer than expected due to a family vacation and the extreme weather conditions that occurred during this period of the study. Alvin’s baseline scores ranged between 0% and 30% with a mean of 18%. As with Theo and Simon, Alvin achieved a higher level of correct responding after BST, but showed some variability during VSM. Alvin’s scores were between 60% and 83% with a mean of 75% during VSM. Alvin also had difficulty smiling and would sometimes type a prompt such as “Listen” on his iPad instead of performing the step. Overall results are displayed in Figure 1.



*Figure 1.* Social Initiations. Baseline (BL) was followed by Behavior Skills Training (BST), then Video Self-Modeling (VSM).

A Likert-style survey with options ranging from 1 (strongly disagree) to 5 (strongly agree) was developed by the primary investigator to assess social validity upon completion of the study (see Appendix C). Surveys were conducted with the participants' employers and coworkers to determine their perspectives on the method of teaching the skill, the appropriateness of the method, the ease of use, the goals, and results of the

study. Employers were defined as a manager or supervisor at the site. Coworkers were defined as anyone employed at the site who was not a manager. Three managers, and eight coworkers completed the surveys. All questions were answered for every survey. Means were calculated for each question on which scores varied. A score near 1 would reflect a high level of disagreement, 3 would reflect a neutral response, and a score near 5 would reflect a high level of agreement. Employers unanimously responded to all questions with 5s, the highest level of agreement. Coworkers' mean responses ranged from 4.5 for skill improvement as a result of the study to 5 for the use of videos to teach the skill and the appropriateness of using videos at the worksite. See Table 2 for all scores.

## CHAPTER IV

### Discussion

All participants showed improvement in the percentage of correct steps of the social skills sequence after the introduction of the BST followed by VSM at the jobsite. The mastery criteria for the study was a score of 80% for three consecutive sessions. This was achieved by Simon and Theo. Alvin achieved a score of 80% or higher for two out of three consecutive sessions during VSM and might have achieved mastery if his participation in this phase had been longer. The implications of this study are that BST and VSM can be effective methods for increasing social initiations that include vocal responses as well as finer details such smiling, eye contact, and proximity. The results of this study support the previous research of Hood et al. (2017) and Nuernberger et al. (2013), who used BST to increase conversational skills, as a series of behaviors that include both verbal and nonverbal components.

Ratings from the Social Validity Survey were in the 4 – 5 range for managers and coworkers, reflecting that both groups found that VSM and the way it was used to teach was acceptable for the location. The scores also indicated that both groups felt greetings were relevant for the location and had improved as a result.

Although participants did not complete a survey, they were asked at various times how they felt about practicing saying “hi” with coworkers. Theo was often seen smiling while interacting with coworkers and, during one session said, “This is fun.” Alvin did not appear to understand the question when asked if he liked saying “hi” to coworkers but shook his head yes. When Simon was asked if he liked saying “hi” and was given a choice to be finished or try again, he said, “Do it again.”

## **Limitations**

Near the end of this study, repeated flooding impacted the availability of familiar locations, participants, coworkers, and the researcher. All participants were affected in some way as they were trapped by flooded roads. Work locations were closed and, in some cases, changed temporarily. This had the most influence on Alvin who was unable to start the VSM phase until the very end of the study and who had multiple schedule, location, and staff changes just as he was entering the VSM phase. His scores were higher when he was in his familiar environment versus the novel location on session 24. Extending the length of the study might have addressed some of the effects due to these conditions but was not possible at the time.

This study was comprised of a package of BST and VSM. To gather as much information while working in a variety of environments, videos were recorded in two ways. An iPhone recording was started at the beginning of the trial and stopped at the end. Recording glasses captured a wider range of view and were used to allow hands-free recording during training and throughout the sessions. The recordings from the glasses could only be viewed later with a computer and some files became corrupted resulting in a loss of some data.

It is possible that simpler methods than BST and VSM could have achieved similar results more efficiently, and it is recommended that replications compare alternative techniques to discover the components that are most successful for improving social initiations. Trials to record more data after the prompting process used for the creation of the videos and again after BST might allow researchers to assess the effects at these stages versus VSM. All participants were successful in achieving improvements in



the social initiations after starting the BST with VSM, but each was receiving other services such as speech and job coaching that could have influenced the outcomes. All participants were also above the age of 18 years and had had prior learning histories of being taught social initiations that might have had an unknown impact on their success.

Another limitation of the study is that fleeting instances of behaviors such as eye contact were given the same score as more appropriate, sustained eye contact. Future studies could increase the requirement for successful responses or add a shaping component to improve these skills. Further, while the sessions took place in the work and training environments where they were needed, the initiations in this study required interactions with only familiar coworkers and relied on contrived circumstances instead of chance encounters. The positive results of the study are encouraging but are only a first step of many relevant interactions in a work routine. Subsequent studies should expand the social initiations to include extended routine conversations and natural encounters in the work environments.

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## TABLES

Table 1

### *Social Initiation Sequence*

Step	Definition
1. Body oriented to coworker	Shoulders turned to coworker
2. Smile	Any upward deflection of the lip
3. Look	Line of eyesight, glasses, or corner of brow oriented to coworker's head
4. Raise hand	Movement of one hand (independent of the other) raised above the waist
5. Orient palm/Hand contact	Palm of hand directed toward coworker or any physical contact with coworker's palm
6. Lower hand/release	Any downward movement of the hand or breaking physical contact
7. Say "Hi"	Any audible "Hi" or equivalent vocalization or generation from a speech device
8. Wait for coworker response	Remaining silent within five feet of coworker until he/she finishes a statement
9. Look	Line of eyesight, glasses, or corner of brow oriented to coworker's head
10. Respond to coworker	Any appropriate reply, vocally or with a device

Table 2

*Social Validity*

Question	Managers	Co-Workers
1. It seems reasonable to use videos to assist in teaching this skill.	All scores were fives	All scores were fives
2. Techniques used in this study seemed easy to use.	All scores were fives	Range = 3 to 5 Mean = 4.6
3. Using videos the way they were presented to teach this skill seemed appropriate for the location.	All scores were fives	All scores were fives
4. The skill being taught in this study is useful for the location.	All scores were fives	Range = 4 to 5 Mean = 4.9
5. I believe social skills being taught have improved as a result of this study.	All scores were fives	Range = 3 to 5 Mean = 4.4

*Note. Social validity ratings from managers and co-workers.*

**APPENDIX A**

Greeting Steps: Write "1" for independent step or "0" for all other responses Participant: \_\_\_\_\_

	Date	Date	Date	Date
Step	Avg	Avg2	Avg3	Avg4
Body orientation				
Smile				
Look				
Raise hand				
Orient palm/clasp				
Lower hand				
Say Hi				
Wait for coworker				
Look				
Respond				

## APPENDIX B

Procedure Checklist				Participant ID: _____
Location: _____			Date: _____	
Yes = 1 No = 0	BST Sequence	First VSM Sequence	Second VSM Sequence	Third VSM Sequence
	Steps reviewed at pick up site			
	Show video model			
	Rehearse			
	Feedback with descriptive praise			
		Watch VSM		
		Instruction "Let's go to work."		
		Stop near coworker		
		Wait 3 seconds for initiation		
		Prompt if step not initiated		
		Praise/go to 2nd trial OR go to 2nd sequence if step not indpt	<b>If 1st trial prompted start 2nd sequence</b>	
		<b>2nd Trial: No VSM if previous trial independent</b>	Say "Let's try again."	
		Instruction "Let's go to work."	Go to area to view video	
		Stop near coworker	Watch video	
		Wait 3 seconds for initiation	Instruction "Let's go to work."	
		Prompt if step not initiated	Stop near coworker	
		Praise/go to 3rd trial OR go to 3rd sequence if step skipped	Wait 3s or Prompt step skipped in trial 2	
			Praise/go to 3rd trial OR start 3rd sequence if step not indpt	
				<b>If 2nd trial not indpt start 3rd trial here</b>
		<b>3rd Trial: No VSM if previous trial independent</b>	<b>3rd Trial: No VSM if 2nd trial indpt</b>	Say "Let's try again."
		Instruction "Let's go to work."	Instruction "Let's go to work."	Go to area to view video
		Stop near coworker	Stop near coworker	Watch video
		Wait 3 seconds for initiation	Wait 3 seconds for initiation	Instruction "Let's go to work."
		Prompt if step not initiated	Prompt if step not initiated	Stop near coworker
		Praise/reinforce correct steps	Praise/reinforce correct steps	Wait 3s or Prompt step skipped in trial 2
				Praise/reinforce correct steps



## APPENDIX C

### Social Validity Survey

Relationship (please circle one): Employer / Coworker

Date\_\_\_\_\_

1. It seems reasonable to use videos to assist in teaching this skill.

Strongly Disagree	Neutral	Strongly Agree
1      2	3      4	5

2. Techniques used in this study seemed easy to use.

Strongly Disagree	Neutral	Strongly Agree
1      2	3      4	5

3. Using videos as presented seemed appropriate for the location.

Strongly Disagree	Neutral	Strongly Agree
1      2	3      4	5

4. The skill being taught in this study is useful for the location.

Strongly Disagree	Neutral	Strongly Agree
1      2	3      4	5

5. I believe social skills being taught have improved as a result of this study.

Strongly Disagree	Neutral	Strongly Agree
1      2	3      4	5

## VITA

Nanette Davis

### PROFESSIONAL BACKGROUND

#### Education

- |                |  |
|----------------|--|
| 2017 – present | M. A. Sam Houston State University<br>Special Education - Low Incidence Disabilities and ASD |
| 1998 – 1999    | Post Bach University of Houston<br>ABA graduate courses with internship                      |
| 1989 – 1996    | B.S. University of Houston<br>B.S. Anthropology, Minor in Psychology                         |

#### Awards/Honors

- |             |   |
|-------------|---|
| 2019        | Graduate Studies General Scholarship                      |
| 2018        | Graduate Studies General Scholarship two-time recipient   |
| 2018        | Garret Graduate Fellowship in Special Education Endowment |
| 1989 - 1994 | Flour Daniel Scholarship                                  |
| 1989        | Academic Excellence Scholarship                           |
| 1989        | Kiwanis Scholarship                                       |

#### Academic Positions

- |             |   |
|-------------|---|
| 2000 – 2015 | ASD Team, New Caney ISD   |
| 1998 – 1999 | Teaching Assistant, University of Houston                       |
| 1997 – 1999 | Case Supervisor, Lovaas Replication Site, University of Houston |

#### Memberships

- |   |
|---|
| Families for Early ASD Treatment                |
| Texas Association for Applied Behavior Analysis |