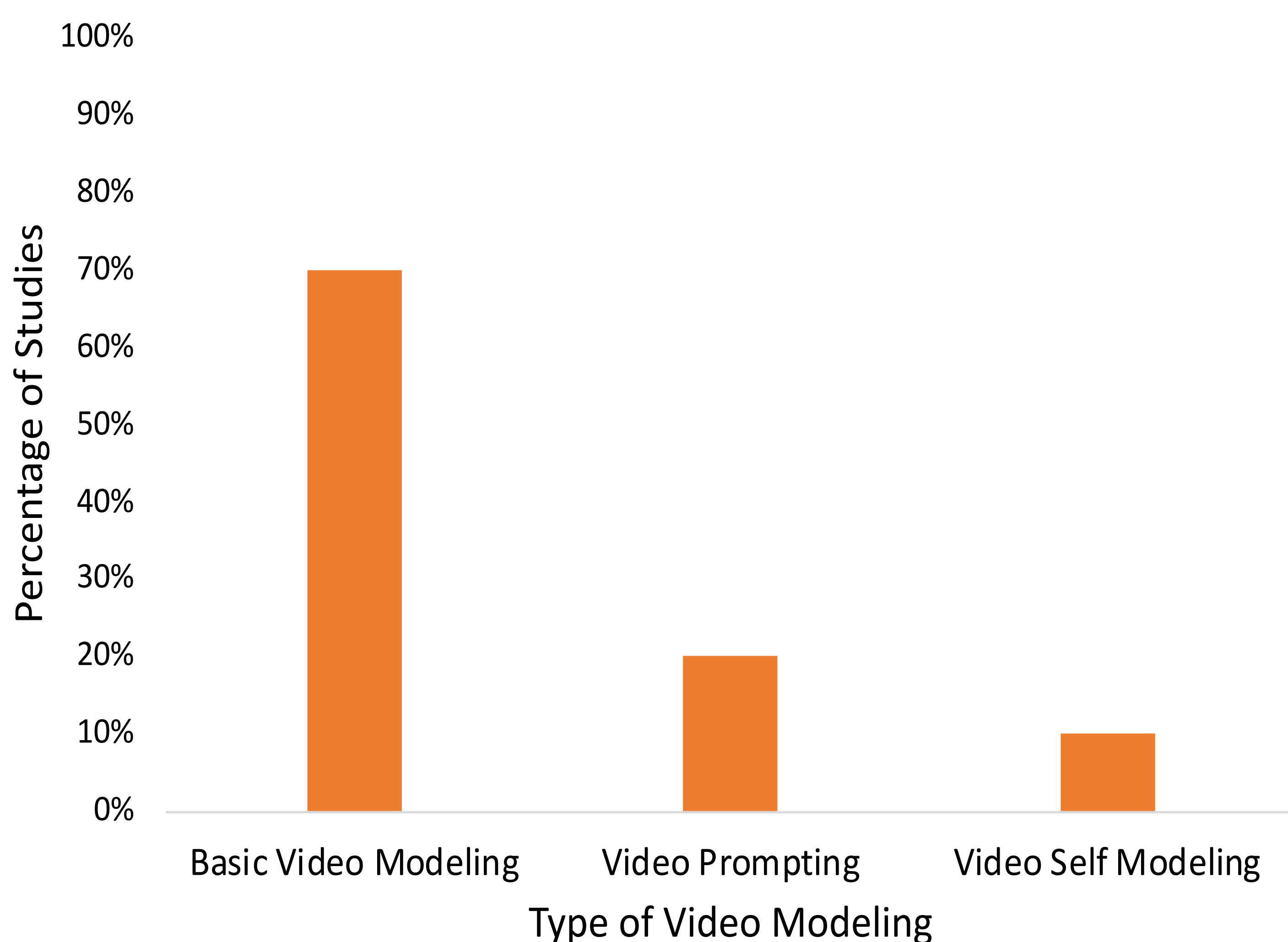
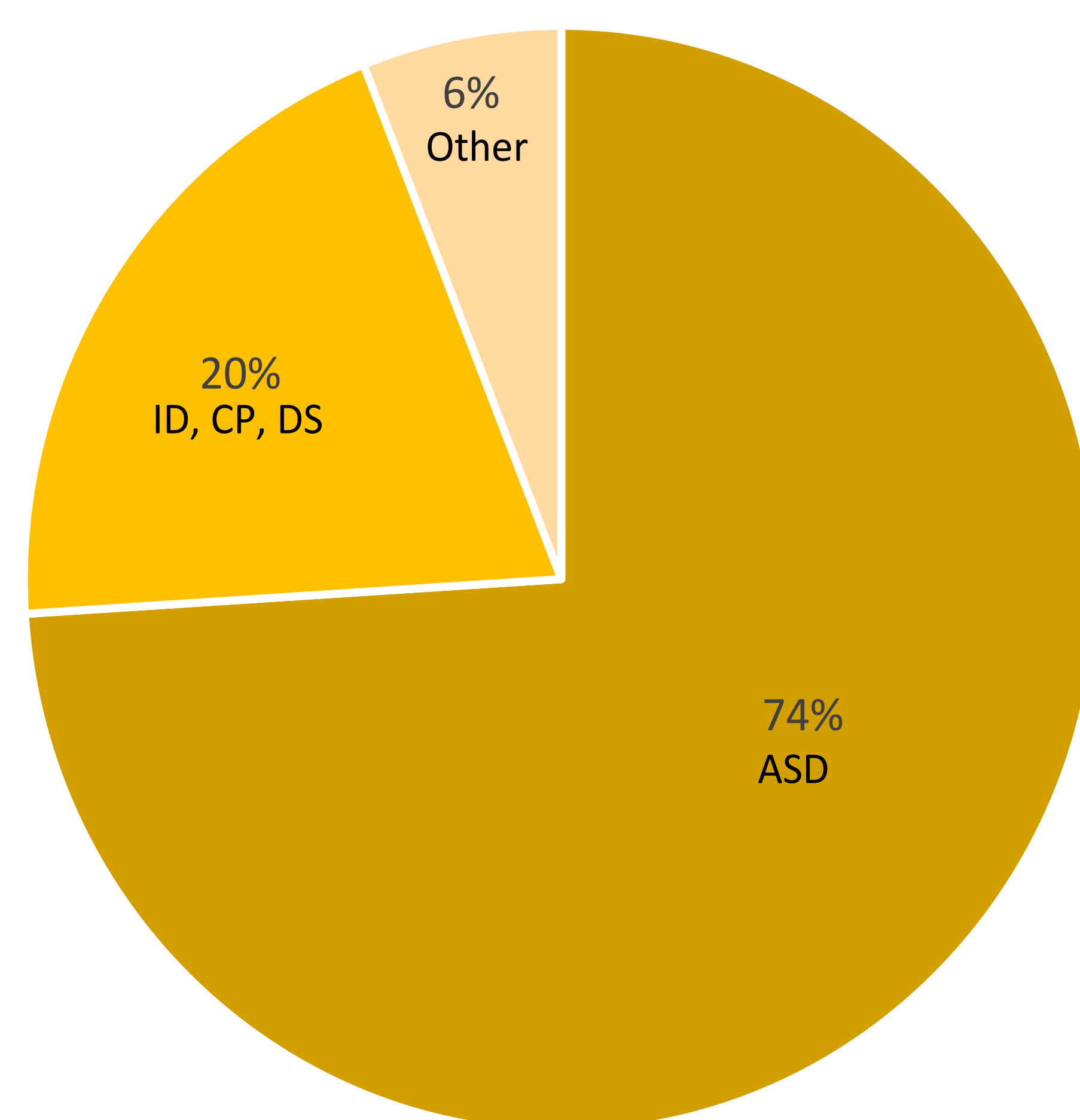


# “The use of video modeling for teaching leisure activities to children with developmental disabilities has proven effective in peer-reviewed literature.” — Dzenga & Kennedy

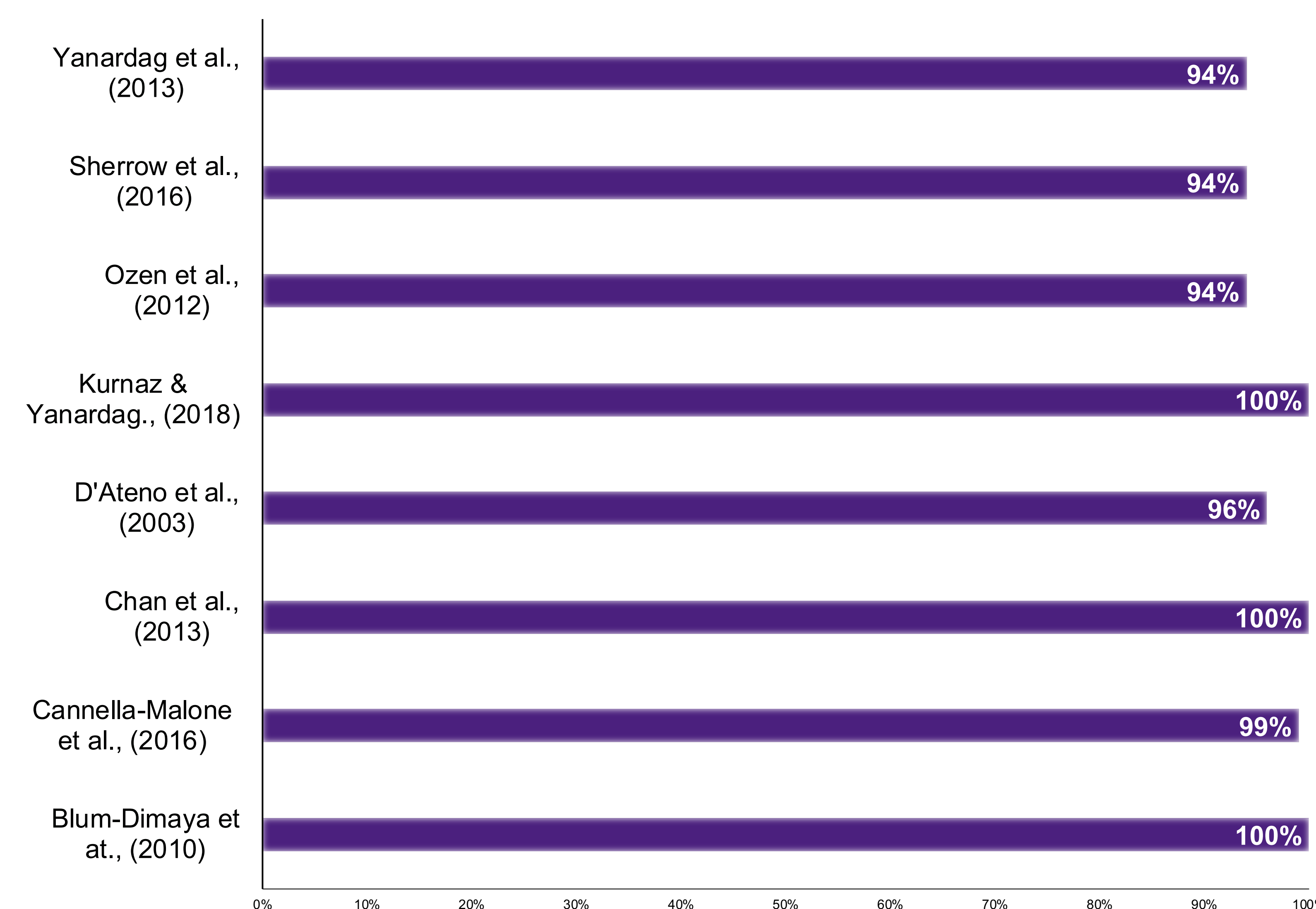
Basic modeling is more common than prompting or self-modeling.



ASD is the most commonly-studied diagnosis in video-modeling.



Average PNDs in (%)



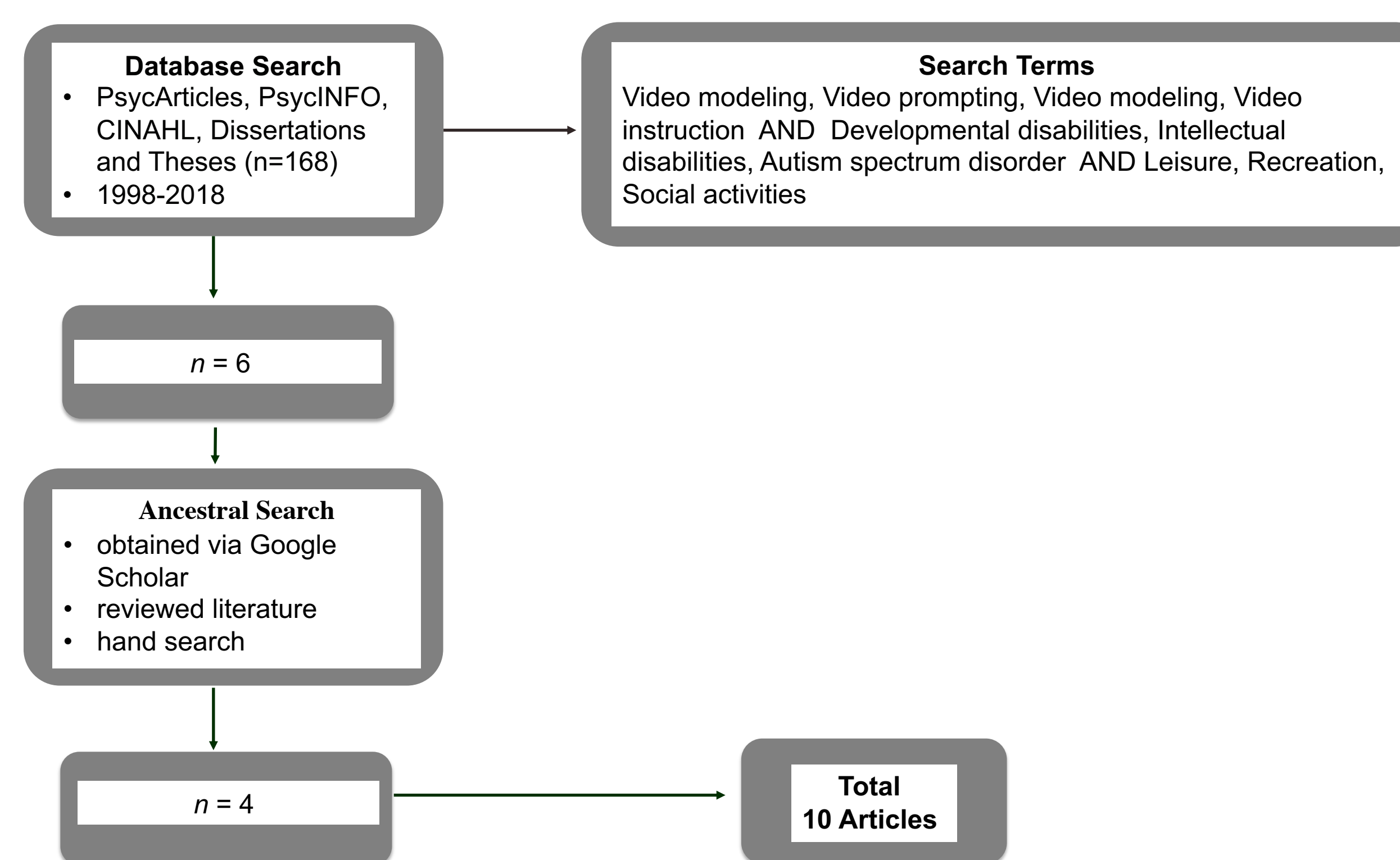
## INTRODUCTION

- Leisure activities provide an opportunity for successful inclusion in a community.
- Video modeling is a visual stimuli that assists in providing visual cues for individuals with developmental disabilities so that they may engage in leisure activities.

## RESEARCH QUESTIONS

- Primary Question:** What evidence supports the use of video modeling to teach individuals with developmental disabilities to engage in leisure activities?
- What type of modeling is most common in existing literature?
  - What are the characteristics of participants?
  - To what extent did the studies meet WWC single case quality indicators?

## METHODS



## CONCLUSIONS

- Video modeling is effective for teaching leisure activities to children with developmental disabilities.
- Video modeling can be used to teach other leisure skills and expand interests.
- Teaching leisure skills in a methodical way may provide an avenue to teach other functional skills.
- Leisure activities provide an opportunity for social interaction with peers, communication, emotional development, and in some instances reduce symptoms of challenging behavior.
- Preference assessments should be carried out continuously to identify most preferred leisure activities.
- Researchers should examine the effect of age and gender when coming up with leisure activities for individuals with developmental disabilities.

## THE EFFECTIVENESS OF VIDEO MODELING IN TEACHING INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES TO ENGAGE IN LEISURE ACTIVITIES: A REVIEW OF LITERATURE

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