

# Video Modeling and Social Media Safety Skills

ALEAH CASTILLO, RBT  
 Clinton Chidera Ibe, RBT  
 Dr. Hannah MacNaul, BCBA-D, LBA, LSSP  
 Dr. John Davis, Ph.D

**INTRO:**

- Social media usage has increased across several populations, especially within adolescents (Vogels & Gelles-Wanick, 2023)
- Previous research shows that behavioral skills training (BST) has been used to teach various safety skills (Spivey & Mechling, 2016)

**PURPOSE:**

- Evaluating the effectiveness of a treatment package consisting of BST and video modeling (VM) when teaching social media safety skills to adolescents with ASD

**Participants**

- 11-year-old male (ASD), Instagram
- 12-year-old male (ASD), TikTok
- 19-year-old female (ASD), TikTok

**Dependent Variable**

- % of correct responses
- Browsing through stranger's profile page
- Vocally stating "I don't know this person"
- Decline friend request
- Inform an adult about stranger friend request

**Method**

- Autism Research Center at UTSA
- BST + VM presented
- VM: first and third-person point of view
- Responding to a stranger's friend request correctly
- Concurrent multiple baseline across participants

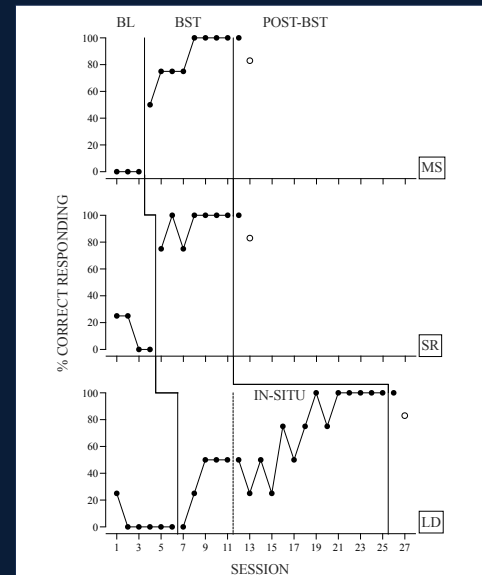
**Reliability and Treatment Integrity**

- Reliability: 100% of sessions, IOA: 100%
- Fidelity: 100% of sessions, 100% fidelity score

A training package (BST + VM) was shown to be effective when teaching and maintaining social media safety skills.

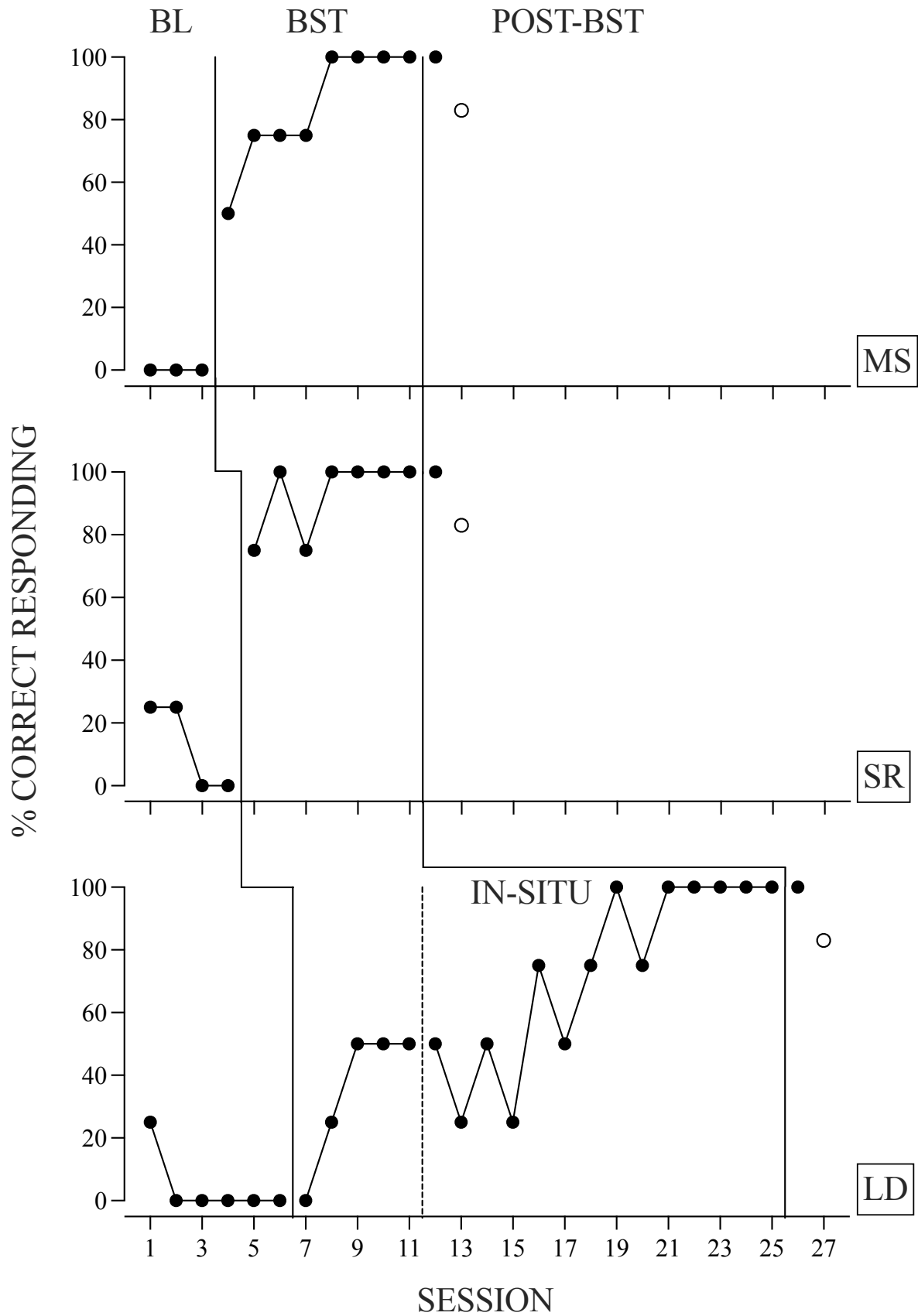


Figure 1. Graph of treatment results



## Abstract

The use of social media has grown exponentially throughout the years, especially within young individuals. Due to the increase in social media usage, it is critical to teach individuals how to safely navigate the Internet and avoid potentially dangerous situations. Previous studies have analyzed the effects of behavior skills training when teaching essential skills such as abduction prevention and fire safety skills to children with Autism Spectrum Disorder (ASD). Unfortunately, minimal research has been centered around social media safety skills, specifically with adolescents with ASD. The purpose of the study is to evaluate the effectiveness of a training package consisting of BST and video modeling when teaching social media safety skills to adolescents with ASD. The study was conducted with participants who had a diagnosis of ASD, between the ages of 11 and 19, and had access to a social media account. A concurrent multiple baseline design across participants was utilized when evaluating the effectiveness of the treatment package. The results of the study demonstrate that a treatment package consisting of BST and video modeling was effective when teaching social media safety skills to individuals with ASD.



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