










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This study investigated the effectiveness of a video peer modeling and least-to-most prompting intervention in the school library setting, targeting the instructional delivery of an information-literacy skill to students with Autism Spectrum Disorder (ASD). Research studies have evaluated the effectiveness of video-modeling procedures in the acquisition of social initiation, conversational skills, perspective-taking, appropriate play, and functional skills. However, the literature is limited on the acquisition of academic skills in library instructional programs as effected by video modeling with least-to-most prompting. This single-case, multiple baseline design across five middle school students with ASD used a descriptive approach to measure baseline, video peer-modeling intervention, and withdrawal phases. The results suggest that video modeling with least-to-most prompting was successful in teaching the five participants to access the online library catalog to help them select books for academic and leisure activities. Findings from the current study add to the literature on the use of video-modeling procedures in improving academic skills in students with ASD and can be applied in library instructional programs to strengthen existing educational programs and services for children with ASD.





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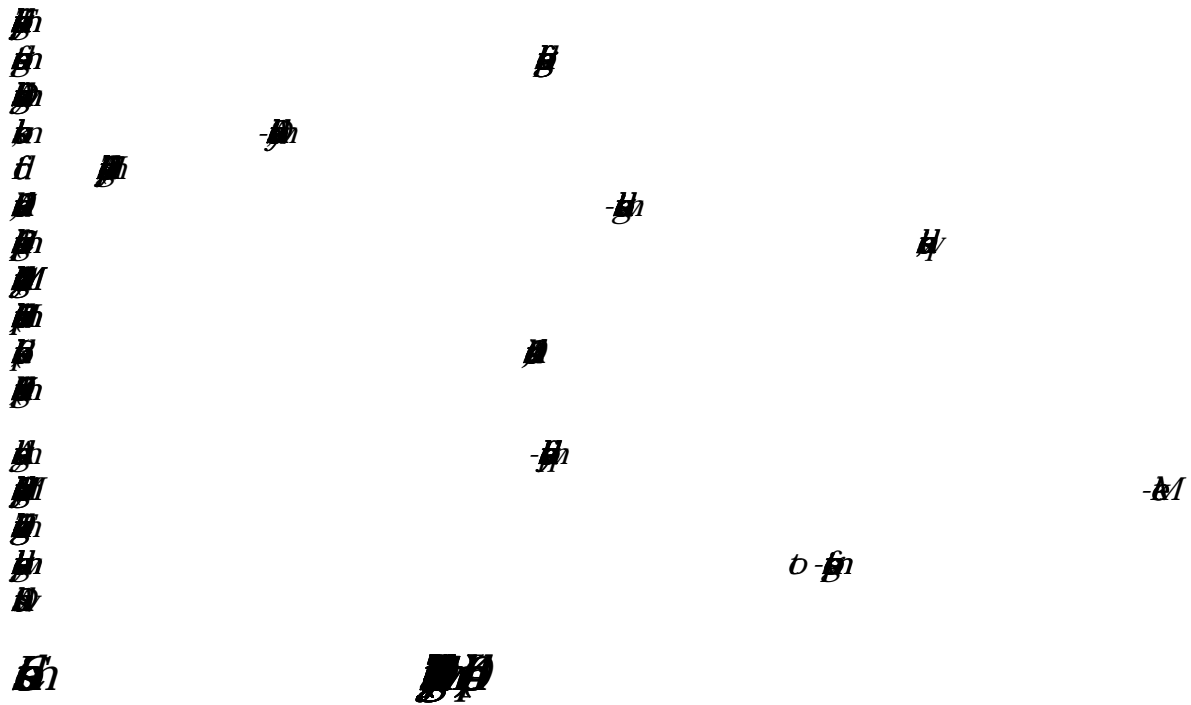
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h Journal of Positive Behavior Interventions

h Education and Training in
Developmental Disabilities

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h Intellectual and
Developmental Disabilities

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Self -Efficacy: the Exercise of Control

- Exceptional Children*
- School Failure: Alternative Education for Children and Youth*
- Encyclopedia of Cognitive Science*
- Completing Your Qualitative Dissertation: A Road Map from Beginning to End*
- New Library World*
- Americans with Disabilities: 2010*
- PAMA Pediatrics*
- Focus On Autism and Other Developmental Disabilities*
- Young Exceptional Children*
- Education and Training in Autism and Developmental Disabilities*

*Educational Research: Planning, Conducting, and Evaluating
Quantitative and Qualitative Research*

Journal of Applied Behavior Analysis

*Remedial and
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