Activity Trainer - Supporting Research

The Activity Trainer is based upon over 20 years of research on video modeling. It is proven that a wide variety of individials with autism and other learning disabilities can benefit from video modeling. Below is but a small sample of the research that is been published on video modeling.

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- Video modeling: Why does it work for children with autism? Journal of Early Intensive Behavioral Intervention, 2, 2-8.

Coyle, C., & Cole, P. (2004).
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Davies, D. K., Stock, S. E., and Wehmeyer, M. L. (2002).
- Enhancing Independent Task Performance for Individuals with Mental Retardation Through Use of a Handheld Self-Directed Visual and Audio Prompting System. Education and Training in Mental Retardation and Developmental Disabilities, 37(2), 209-218.

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LeBlanc, L. A., Coates, A. M., Daneshvar, S., Charlop-Christy, M. H., Morris, C., & Lancaster, B. M. (2003).
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MacDonald, R., Clark, M., Garrigan, E., & Vangala, M. (2005).

- Using video modeling to teach pretend play to children with autism. Behavioral Interventions, 20(4), 225-238.

Maione, L., & Mirenda, P. (2006).
- Effects of video modeling and video feedback on peer directed social language skills of a child with autism. Journal of Positive Behavior Interventions, 8(2), 106-118.

Nikopoulos, C. K., & Keenan, M. (2003).
- Promoting social initiation in children with autism using video modeling. Behavioral Interventions, 18, 87-108.

Shipley-Benamou, R., Lutzker, J. R., & Taubman, M. (2002).
- Teaching daily living skills to children with autism through instructional video modeling. Journal of Positive Behavior Interventions, 4(3), 165-175.

Stromer, R., Kimball, J.W., Kinney, E.M., & Taylor, B.A. (2006).
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