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Autistic: Perspective of Teachers and Parents**



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Utilization of Video Modelling for Social Skills Enhancement for the Autistic: Perspective of Teachers and Parents

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ABSTRACT

Purpose: This study examined the effectiveness of video modelling as a strategy to enhance social skills in children with autism, with particular attention to the perspectives of teachers and parents in the Ghanaian context.

Methodology: Adopting a qualitative single case study design, data were collected through semi-structured interviews with 15 participants, comprising 10 teachers and 5 parents. The data were analyzed thematically to uncover patterns in the participants' experiences and perceptions.

Findings: The findings indicate that video modelling is a valuable tool for enabling children with autism to observe and imitate socially appropriate behaviors, such as sharing, friendliness, and politeness. Teachers also supplemented video modelling with additional materials—including real objects, pictures, and cards—to reinforce learning and support children's comprehension of social cues.

Unique Contributions to Theory and Practice: The study highlights the practical relevance of video modelling as an effective instructional approach for fostering social development in children with autism. It recommends that educational institutions in Ghana adopt video modelling as a core teaching method and provide training for teachers and parents on its effective use. Additionally, it underscores the importance of sustained communication between teachers and parents to maintain consistency in social skills development across home and school environments.

Keywords: *Role, Videotape, Teaching and Learning Materials, Social Skills, Autism, Perspectives, Parents, Teachers*

Introduction

The development of social skills is a challenging issue for individuals with an autism spectrum disorder, and one that tends to impact their capacity to build meaningful relationships and navigate social contexts effectively. Over time, new approaches have been developed to break through these obstacles. Video modelling is one of the strategies employed to help minimize the impact autism spectrum disorder on children (Carpenter et al., 2022). It has emerged as a promising intervention for enhancing social skills in individuals with autism. This technique involves using videos to demonstrate desired behaviours, which individuals can then imitate and practice. The effectiveness of video modelling is supported by various studies, which highlight its benefits in different contexts, including educational and vocational settings. Research has demonstrated that this approach is increasingly becoming a powerful tool in addressing the effect of autism related impacts on children (Witoonchart and Huang, 2024). Video modelling employs visual demonstration to instruct and reinforce desired behaviour, taking advantage of the fact that many autistic children have a strong propensity for visual instruction. As a coded and evidence-based intervention, video modelling presents a pragmatic and accessible tool for enhancing social skill development in educational and domestic environments (Lee and Lee, 2024). Although the efficacy of video modelling is well-established through studies, its use in practice is determined in part through viewpoints of key stakeholders such as teachers and parents. Teachers are at the sharp end of delivering video modelling approaches in classroom contexts, while parents have a key role in extending these practices into everyday life. Regarding this, the feedback from teachers and parents concerning the challenges, success, and adaptability of video modelling is critical in illuminating its potential for translating theoretical value for real-life application. Gaining an insight into their viewpoints is critical in developing effective and sustainable interventions.

Implementing video modelling in Ghana fosters the social development of children with autism and raises awareness and understanding of autism within the broader community. This method could serve as a catalyst for broader acceptance and integration of individuals with autism into Ghanaian society, ultimately contributing to their overall well-being and quality of life. As more parents and educators in Ghana become familiar with and utilize video tapes for social skill enhancement, the potential for positive outcomes and increased support for children with autism would continue to grow.

Anecdotal evidence gathered through observations and interactions with teachers suggests that children with autism in Garden City Special School, Asokore Mampong, isolate themselves from their peers in group activities. In further discussions with teachers and administrators, it came to light that Ghanaian children with autism have difficulties interacting with their peers and have difficulties in performing activities that require social skills. This situation is alarming and threatens the full realization of the Sustainable Development Goal 4 (SDGs), which stresses quality education for all children (United Nations [UN], 2017). The implication is that measures need to be put in place to address the learning difficulties of children with autism in Ghana. Accordingly,

the purpose of the current research is to investigate the significance of the application of video modelling in enhancing the development social skills in autistic learners in Ghana, with a specific focus on the perspectives of teachers and parents. By exploring their experiences and attitudes, the study seeks to ascertain from teachers and parents the factors that influence the adoption and effectiveness of video modelling in enhancing the development of social skills among autism learners in Ghana. Ultimately, this research contributes to the growing body of knowledge in autism interventions, offering actionable insights to improve outcomes for autistic individuals through collaborative and evidence-based interventions.

Literature Review

Social communication skills refer to a range of verbal and nonverbal behaviours used in reciprocal social interaction (Trent, Kaiser and Wolery, 2005). Acquisition of these skills marks important developmental milestones in the lives of children and leads to understanding of peer norms and relationships, and facilitates growth of intellectual, emotional, and academic skills (Chen, Lee and Lin, 2016). Research has consistently shown that social difficulties are common in children with developmental disabilities. For example, challenging behaviour such as inattention and tantrums, exhibited by children with Autism Spectrum Disorder (ASD) are often related to impaired verbal and nonverbal social communication skills (Chen et al., 2016). The presence of social communication deficits among children can impact their behaviour pattern in school and often leads to isolation within complex social settings (Corbett et al., 2016). Acquisition of social skills, including understanding and using social conventions, and the ability to understand the hidden curriculum, the ways in which peers communicate and play reciprocity, and ability to build interpersonal relationships, is critical for academic and long-term success (Webster, 2019; Kirshenbaum and Handley-More, 2025). Since the hidden curriculum is not explicitly taught, it becomes seriously affected when a child exhibits lack of social skills. Children with autism, one of the types of autism spectrum disorder (ASD), have a triad of impairments. These impairments include verbal and non-verbal communication ability, difficulty to engage in social interactions, resistance to environmental change and restricted behaviours, and interests (Douglas and Gerde, 2019). Children with autism usually do not have an extensive understanding of social conventions such as including turns taking, sharing items, initiating conversations and giving appropriate responses.

Video modelling is a widely used instructional technique that has been applied to teach children with developmental disabilities such as autism. Several studies have revealed that video-tapes are effective in teaching social skills to children with autism (Chen et al., 2026; Bevan, 2020; Como et al, 2024). For instance, Douglas and Gerde (2019) remark that video modelling interventions are effective in teaching different range of skills to autism children.

In view of this, we opine that the significance of video-tapes cannot be underrated in general classrooms let alone in the case of children with autism. This has also been supported by research findings as it has been stipulated that the use of video-tapes enhances the acquisition of

social skills by children with autism (Banda, 2015; Corbet et al., 2016; Williamson et al., 2013). For instance, Kurnaz and Yanardag (2018) asserted that video-tapes give children with autism enough room to learn social skills, via the content of the video, which they may not acquire due to their inability to mingle with their peers.

Emphasising the effectiveness of video tapes in the classroom, Bevan (2020) contends that they create an engaging sensory experience than using print materials alone, especially when they are used appropriately. By this, children with autism get to see and hear the concept being taught, and they can process it in the same way they process their everyday interactions. Douglas and Gerde (2019) also stipulates that video-tapes serve as a vital learning resource that can be watched from anywhere with an internet connection. Videos are accessible on a multitude of devices including laptops, tablets, and smartphones. This allows learning to take place at the convenience of children with autism, regardless of their geographical location. Similarly, Park, Bouck and Duenas (2019) indicated that videos increase knowledge retention, since they can be stopped and replayed as many times as needed. In support of this, we opine that videos increase children's engagement, especially when they are interested in the content, and help them process and remember the content better.

Teaching and learning materials are regarded as not only fundamental in enriching the teaching-learning processes, but also in leading to the overall educational development of children with autism (Kapur, 2020). Therefore, teaching and learning materials are very crucial in optimising understanding and retention of acquired social skills. Currently, the use of technological devices in educating children with autism has gained prominence (Banda, 2015). Generally, teachers and children can make use of technologies to aid the teaching-learning process. This therefore suggests that there is the need to incorporate technologies to achieve an optimal social development of children with autism. Concerning the findings in the extant literature, we argue that the application of technological devices assists both children with autism and their teachers in achieving lesson objectives (Bevan, 2020; Corbet et al., 2016; Park, Bouck and Duenas, 2019).

Social skills are considered vital for children's emotional and cognitive development (Webster, 2019). However, children with autism often have difficulty in self-regulation, understanding and expressing emotions (Kearney and Graczyk, 2020; Ke, Moon and Sokolikj, 2022; Kirchhofer et al., 2022). This makes it challenging for them to learn social skills through traditional learning. To curtail this challenge, video modelling has become a significant tool in the enhancement of social skills among children with autism due to its unique ability to provide clear, consistent, and repeatable examples of social interactions and behaviours (Witoonchart and Huang, 2024). This method capitalizes on the visual learning strengths often observed in children with autism, enabling them to observe and imitate desired behaviours at their own pace. The consistent repetition of video tapes allows for multiple exposures to social scenarios, reducing anxiety and increasing comprehension (McLucas et al., 2024). Additionally, video modelling can depict a

range of social situations—from basic interactions to more complex social skills—thereby providing a versatile and adaptable resource. These video tapes can be tailored to individual needs, showcasing peers, adults, or even the children themselves as models, which enhances relatability and effectiveness (McConnell et al., 2024). Moreover, the use of video tapes in interventions has been supported by numerous studies demonstrating significant improvements in social engagement, communication skills, and adaptive behaviours in children with autism (McLucas, et al., 2024; Lee and Lee, 2024; Wilson et al., 2024; Witoonchart and Huang, 2024; Carpenter et al., 2022; Elhaddadi, et al., 2022).

The visual and auditory consistency of video modelling helps in minimizing the unpredictable variables that might occur in real-life social interactions, offering a controlled learning environment (McLucas, et al., 2024; Wilson et al., 2024; Witoonchart and Huang, 2024). This control allows children to focus on specific social cues and responses, facilitating better understanding and mastery of social skills. Furthermore, video modelling empowers parents and educators by providing them with a concrete tool that can be used consistently at home or in the classroom, reinforcing the social skills learned (Khalid et al., 2023). The accessibility of video tapes means that these interventions can be revisited as often as needed, ensuring sustained practice and reinforcement. Video tapes serve as a crucial medium for social enhancement in children with autism, leveraging their visual learning preferences to foster better social understanding and interaction capabilities, ultimately contributing to their overall development and integration into social environments (Wilson et al., 2024; Witoonchart and Huang, 2024; Carpenter et al., 2022; Elhaddadi, et al., 2022).

In a study involving skill-streaming-based teaching, children with autism who participated in video modeling sessions exhibited an increasing trend in social interactions compared to those in the control group (Lee and Lee, 2024). The technique is also effective in teaching vocational social skills to autistic youth. An intervention combining video modeling with feedback was found to be highly effective in teaching initial skills, although generalization to new settings showed mixed results (McLucas et al., 2024). A comprehensive literature review supports the positive impact of video modeling on enhancing social skills, noting improved learning opportunities and increased engagement among children with autism (Witoonchart and Huang, 2024). For autistic adults, video modeling, as reported by Wilson et al. (2024), serves as a valuable tool for achieving social communication across various settings.

Even though the extant literature demonstrates that studies regarding the application and effectiveness of video modelling have been carried out, nothing has been reported concerning the use of video tapes for the enhancement of social skills in Ghanaian children with autism. In other words there is a gap in the scholarship concerning the significance of video-modelling for social skill development among Ghanaian children with autism. The literature also reveals a gap regarding the teaching and learning materials teachers in Ghanaian special schools and parents of Ghanaian children with autism use in improving social skills of children with autism. The current

study, therefore seeks to contribute to the available literature by exploring the perspectives of parents and teachers on the significance of video-tapes in the development of social skills among Ghanaian children with autism, using Garden City Special School in Asokore Mampong as a case study.

Methods

Qualitative approach with a single case study design was adopted to explore the phenomenon. In harmony with Merriam and Grenier (2019), the purpose of this approach and design was to collect in-depth information to provide a comprehensive insight into the problem under investigation. The single case study research design aided the researchers to closely examine a specific case, the perspectives of parents and teachers on the utilisation of videos for social skills enhancement among individuals with autism in a defined context, Ghana. Following the argument of Yin (2017) that a case study design is an appropriate way to explore a case within a specific context for a comprehensive understanding, the current study employed Garden City Special School in Asokore Mampong as a case study. Fifteen individuals comprising ten teachers and five parents were purposively selected as participants for the study (Etikan et al., 2016; Suri, 2011). Out of the ten teachers, six were females and four were males. Regarding the parents, three were females and two were males.

A semi-structured interview guide was designed and employed as the data collection instrument. We did not follow any strict order for the interviews. Instead, we diversified the interview questions based on the responses of the participants. The views of the participants were probed with follow-up questions for clarification and confirmation. Before the interviews began, we sought the consent of the participants to tape-record the interview sessions. The sampled participants were made to sign a consent form. The interview data obtained was analysed based on the six phases of thematic analysis proposed by Braun and Clarke (2013): familiarisation, generating codes, constructing themes, revising themes, defining themes and producing the report. To ensure sure the data were reliable, we used member checking to ensure that the transcriptions accurately reflect the information provided by the participants during the interviews. The participants were asked to acknowledge that the information presented accurately reflected their opinions by listening to tape recordings played back to them. Transcriptions were done manually despite the complexity of the task. This was to ensure that the data was kept in its original state. To protect the identity of the participants, codes such as 'Teacher 1', 'Teacher 2', 'Teacher 3' and so on were assigned to the teachers whereas 'Parent 1', 'Parent 2', 'Parent 3', 'Parent 4' and 'Parent 5' were given to the parents.

Data analysis

The study explored the perspectives of parents and teachers on the role of videotapes in the development social skills of children with autism. The results of the study are presented in line with the objective that guided the study.

Significance of videotapes in social skills development for children with autism

Video modelling presents a promising and innovative approach to address the unique social and communication challenges faced by Ghanaian children with autism. Autism spectrum disorder (ASD) awareness and resources are relatively limited in Ghana, making the introduction of video modelling an impactful tool in special education and therapy. Video tapes, featuring clear and consistent demonstrations of social interactions, offering a culturally adaptable method that aligns well with the visual learning strengths often found in children with autism. By using local language and culturally relevant scenarios, these videos provides relatable and understandable social models, which significantly improve engagement and effectiveness. The repetitive nature of video modelling allows children to review social scenarios multiple times, enhancing comprehension and retention of social skills. Moreover, the ability to use video tapes both in schools and at home provides a continuous and supportive learning environment, bridging the gap between structured educational settings and everyday social interactions.

The narratives of the participants suggested that video-tapes enabled children with autism to watch and imitate appropriate behaviours. It was inferred from the descriptions of the parents that since their children came to the school and were taught with videos, they observed a significant improvement in their children's behaviour in the areas of sharing, greeting, requesting for things, and interacting with other children in their neighbourhood. However, the parents reported that they could not afford the cost of assistive devices such as notepads, laptops and phone tablets for their children due to financial difficulties. Additionally, the teachers also indicated that the use of video-tapes of children playing in a group helps develop positive behaviours such as friendliness, politeness and positive relationships in children with autism. The following verbatim responses given by some parents and teachers corroborate the findings:

'I've realised a great change in his social life. Now, my boy asks for something he needs but previously, he would just go and take it without asking... He greets you whenever he comes back from school. He does not play with other children but now he does, especially with the children in our neighbourhood...' (Parent 2).

'Hmmm, I understand that the laptops, phones and the rest will help my child learn certain things but the reality is that they are expensive. We wish we can afford but honestly, we cannot. I must be honest with you; even though these gadgets are of great help, do we parents and teachers have adequate knowledge concerning the functionality of these learning tools?' (Parent 5).

'Talking about social skills, I think that as the children watch the videos, they imitate what they see. You know children learn what they see and hear. So, in a way, they are learning good behaviours like greeting and being nice and polite with others... I think as good as these video-tapes are, if we the teachers lack the appropriate knowledge on how to use them, it might affect the realisation of the

desired outcome. Some of us need training on how to appropriately use these gadgets as teaching and learning tools' (Teacher 6).

Based on the responses presented above, it can be concluded that both parents and teachers are not oblivious of the role of video-tapes in social skills development for children with autism; however, parents expressed their inability to purchase assistive devices for their children. Parents and teachers indicated some improvement in social skills development of children with autism when video-tapes were introduced in their lessons. As indicated in the responses, the children exhibited improvement in social skills such as sharing, politeness, friendliness, greeting habits and positive relationships.

In spite of the improvement realised by both parents and teachers of children with autism due to the use of appropriate teaching materials, it also emerged that there could be more to be achieved if teachers and parents become savvier in the use of technological teaching tools. One teacher participant intimated that *'Some of us need training on how to appropriately use these gadgets as teaching and learning tools' (Teacher 1.)* This implies that as teachers intends to incorporate technology through the use video-tapes in teaching and learning, the inadequate skills in using some of the technological tools impedes the full realisation of the effectiveness of these gadgets. This observation by some of the teachers was also confirmed by a parent who remarked implicitly that *'...do we parents and teachers have adequate knowledge concerning the functionality of these learning tools?'* (**Parent 3**). This assertion suggests that some of the teachers need training on how to use the gadgets to teach the children with autism.

Teaching and learning materials used in improving social skills for children with autism

The second objective of the study was to ascertain the teaching and learning materials used to promote social skills development for children with autism. Teachers were asked to tell the teaching and learning materials used to promote social skills development for children with autism. The responses from the teachers suggested they used teaching and learning materials such as real objects, charts, pictures, cards and notepads to teach social skills to children with autism. According to the teachers, they used teaching and learning materials that were safe, attractive and in the interests of the children with autism. The teachers further reported that the use of the aforementioned teaching and learning materials stimulated the interest of children with autism and promoted their understanding of skills being taught. To buttress this point, examples of verbatim responses of some teachers are presented below.

'Oh, we have quite a lot here. We have for example letter cards, pictures, notepads and the rest. Sometimes, we involve them in role play activities and we also use real objects like fruits and vegetables. We also guide them to demonstrate some acts such as greeting, shaking hands, smiling, and all that' (Teacher 4).

'For children with autism, we use materials that will not harm them but rather stimulate their interest in learning good behaviours. We also consider suitable

colours, size and interest of the children before selecting the materials. We make sure that the materials do not frustrate them and they are simple to handle.' (**Teacher 10**).

'Well, I can say that when I take my child to school, I see a lot of teaching materials in their classroom. The teachers have posted some charts on the wall and they have letter cards and I think pictures too... Ermmm, you know I don't use them. It is the teachers who use them to teach the children...' (**Parent 1**).

The responses provided by the participants offer insights into the teaching and learning materials used to improve social skills among children with autism, highlighting varied perspectives on their design, selection, and application. **Teacher 4's** response emphasizes the diversity of materials and activities employed, including letter cards, pictures, notepads, real objects (e.g., fruits and vegetables), and role-playing activities. The use of these materials aligns with the principles of experiential and visual learning, which are known to be effective for children with autism. Additionally, guiding children through practical demonstrations of social behaviors, such as greetings and handshakes, underscores the importance of integrating functional and contextual learning in social skills development. **Teacher 10's** response focuses on the thoughtful selection of materials, emphasizing the need for safety, simplicity, and child-centered design. By choosing materials that stimulate interest, avoid frustration, and are easy to handle, the teacher ensures that the learning process is engaging and supportive. This perspective reflects the need for materials to be developmentally appropriate, considering factors such as colour, size, and the individual preferences of the children. Such considerations enhance the effectiveness of the materials in promoting positive social interactions.

Parent 1 provides an external perspective, noting the variety of teaching materials observed in the classroom, such as charts, letter cards, and pictures. However, the parent also highlights their limited involvement in using these materials at home, leaving the responsibility primarily to the teachers. This response underscores the importance of collaboration between educators and parents. While teachers play a primary role in selecting and using materials, greater parental involvement could extend the benefits of these interventions beyond the classroom, reinforcing learning in real-world contexts. The participant responses reveal the importance of using diverse, safe, and engaging teaching materials to foster social skills among children with autism. They also highlight the need for collaboration between teachers and parents to maximize the impact of these materials across settings. This analysis supports the research objective by showcasing how carefully selected materials and strategies can address the unique needs of children with autism in improving their social skills.

Discussion

The application of video modeling as an intervention for children with autism presents a promising avenue for addressing the unique challenges associated with social and communication

skills. Autism Spectrum Disorder (ASD), characterized by impairments in verbal and non-verbal communication, social interaction difficulties, and restrictive behaviours (Douglas and Gerde, 2019), necessitates innovative teaching strategies that accommodate the strengths and needs of this population. In the Ghanaian context, where ASD awareness and resources are relatively limited, video modeling emerges as an impactful, culturally adaptable, and accessible tool that bridges critical gaps in special education. Research consistently underscores the potential of video modeling to enhance social skills in children with autism. By providing clear, consistent, and repeatable demonstrations of social interactions, video modeling allows children to observe and imitate desired behaviors at their own pace, capitalizing on their visual learning strengths (McLucas et al., 2024; Witoonchart & Huang, 2024). This aligns with findings that highlight the importance of teaching children with autism to understand social conventions, such as turn-taking, sharing, initiating conversations, and responding appropriately (Trent, Kaiser & Wolery, 2005; Douglas and Gerde, 2019). In Ghanaian schools, video modeling holds particular promise as it offers flexibility and versatility in its application. Videos can be tailored to include culturally relevant scenarios and local languages, enhancing relatability and engagement among children (Bevan, 2020). The repetitive nature of video modeling also enables children to review scenarios multiple times, improving comprehension and retention of social skills, which is critical given the challenges these children face in traditional learning environments (McLucas et al., 2024).

The ability to utilize video modeling both in educational settings and at home offers a continuous and supportive learning environment, effectively bridging the gap between structured teaching and everyday social interactions. Parents and teachers in Ghana have reported noticeable improvements in social behaviours, such as sharing, greeting, and politeness, among children exposed to video modeling interventions. This observation echoes findings by Banda (2015) and Williamson et al. (2013), who demonstrated the efficacy of video tapes in enhancing social engagement and fostering positive relationships. However, the effectiveness of these interventions is not without challenges. Parents frequently cite financial constraints as a barrier to acquiring assistive devices such as tablets and laptops, which are essential for implementing video modeling at home. Teachers, too, face limitations in technological proficiency, which can impede the full realization of video modeling's potential (Kapur, 2020). This underscores the need for targeted training programs to enhance teachers' capacity to incorporate technological tools into their pedagogy effectively.

The application of video modeling extends beyond basic social skills to more complex and vocational skills, providing a versatile resource for addressing diverse developmental needs (Lee and Lee, 2024; McLucas et al., 2024). For example, the inclusion of video-based interventions have been shown to improve knowledge retention and engagement, making them suitable for long-term developmental goals (Park, Bouck and Duenas, 2019). In Ghana, these tools can also play a critical role in promoting ASD awareness and reducing stigma by showcasing positive outcomes and fostering inclusion within communities. To maximize the benefits of video modeling,

policymakers and educators should prioritize investment in affordable assistive devices and training initiatives. Collaborative efforts between schools, families, and community organizations can further enhance the accessibility and sustainability of these interventions. Additionally, incorporating feedback mechanisms to monitor progress and adapt video content to individual needs will ensure that interventions remain relevant and effective.

The findings of the study demonstrate that video modeling represents a transformative approach to addressing the social communication deficits characteristic of children with autism. Its ability to provide consistent, culturally relevant, and adaptable learning experiences makes it particularly suitable for contexts like Ghana, where resources are limited. By equipping teachers and parents with the necessary tools and training, and by addressing financial barriers, video modeling can significantly enhance the social and emotional development of children with autism, fostering their integration into broader social and academic environments.

Concerning the second research objective, the findings reveal critical insights into the design, selection, and application of teaching and learning materials for improving social skills among children with autism. The findings highlight the effectiveness of experiential and visual learning, the importance of culturally and developmentally appropriate materials, and the role of collaboration between educators and parents. These insights align with existing literature on assistive technologies, play-based learning, video modeling, and digital learning for safety skills. Teachers' use of diverse materials such as letter cards, pictures, notepads, real objects, and role-playing activities reflects principles of experiential learning. This aligns with findings from Hassan and Khairuddin (2023), who emphasized the importance of structured interventions like play-based learning in enhancing social skills. The use of real objects and role-playing helps contextualize social behaviours, making abstract concepts like greetings and handshakes more tangible. Similarly, the findings of the study underscore the value of role-playing and video demonstrations in teaching specific social behaviours. By integrating these strategies, teachers can foster practical understanding and application of social norms.

The emphasis on selecting materials that are safe, simple, and engaging reflects the importance of child-centered design. This aligns with findings by Ibrahim and Mohamed (2023), who highlighted the success of culturally sensitive interventions like the Multimedia Interactive Social Skills Module (MISSM) in Malaysia. Adapting materials to reflect local norms and individual preferences ensures they resonate with children, enhancing engagement and effectiveness. Moreover, considering factors like color, size, and ease of handling supports developmental appropriateness, as noted by Farid (2024) in the context of digital safety interventions. The findings of the study reveal the limited use of teaching materials at home, pointing to a gap in collaboration between educators and parents. This is significant, as McLucas et al. (2024) emphasized the importance of reinforcing skills learned in structured settings through consistent practice in real-world contexts. Literature consistently highlights the role of parents as co-facilitators of learning, suggesting that engaging parents more actively in the use of teaching

materials could amplify the impact of interventions. For instance, providing parents with access to video modeling tools or guiding them on integrating role-playing at home could extend the benefits of these strategies beyond the classroom.

The findings resonate with the growing body of research advocating video modeling and simulation methods. Teachers' use of visual aids and demonstrations in teaching lessons reflects the strengths of video modeling, as highlighted by Witoonchart and Huang (2024) and Wilson et al. (2024). These methods allow children to observe and practise social interactions in a controlled, repeatable manner, leveraging their visual learning strengths. However, as noted by McLucas et al. (2024), generalization to real-world settings remains a challenge, emphasizing the need for complementary approaches, such as role-playing and live demonstrations. The potential of digital tools, particularly for teaching safety skills, is well-documented in the literature. While the findings do not explicitly discuss digital interventions, the use of video and visual aids in classrooms hints at their applicability. Research by Farid (2024) demonstrated that digital interventions, including video games, could effectively teach children to navigate safe versus unsafe situations. Incorporating such tools into classroom and home settings could further enrich the learning experience and address critical areas of personal safety for children with autism.

In sum, the findings underscore the importance of using diverse, engaging, and culturally appropriate teaching materials to foster social skills in children with autism. By integrating experiential learning, video modeling, and culturally relevant approaches, educators can address the unique needs of these children effectively. Collaboration between teachers and parents is crucial to extending the benefits of these strategies beyond the classroom, ensuring consistent reinforcement of social skills in real-world settings. Future efforts should focus on enhancing parental involvement, leveraging digital tools for safety and social skills training, and adapting materials to reflect cultural and developmental contexts, as these factors significantly influence the success of interventions.

Conclusions

This research underscores the significance of video modeling as an effective tool for teaching social skills to children with autism. Video modeling leverages the visual learning strengths of children with autism by providing clear, repeatable examples of social interactions, enabling them to observe and practice desired behaviours at their own pace. The consistent and controlled nature of video interventions minimizes unpredictability, allowing children to focus on specific social cues and responses, which facilitates better comprehension and retention of social skills.

Additionally, the accessibility of video-based tools allows for flexible learning opportunities across classroom and home settings, fostering continuous engagement and reinforcement. The findings also reveal that teachers employ a variety of teaching and learning materials to address the diverse needs of children with autism. These materials include letter cards, pictures, real objects, and role-playing activities, which align with experiential and visual learning

principles. The thoughtful selection of materials, with attention to safety, simplicity, and developmental appropriateness, ensures that the learning process is engaging, supportive, and conducive to fostering positive social interactions. However, limited parental involvement in the use of these materials highlights the need for stronger collaboration between educators and families to extend learning benefits beyond the classroom.

Recommendation

Based on the findings of the study, it is recommended that schools and educators in Ghana incorporate video modeling as a core teaching strategy for children with autism. This can include creating personalized video modules that address specific social scenarios and behaviors, ensuring cultural relevance and alignment with individual learning goals. Training programmes for teachers and parents on the effective use of video modeling should also be implemented to maximize its impact. Additionally, educators should actively engage parents of children with autism in the selection and use of teaching and learning materials. Providing parents with resources such as video tools, instructions for role-playing activities, and visual aids can help reinforce social skills in home settings. Regular communication between teachers and parents should be established to ensure consistency and continuity in skill development across different environments.

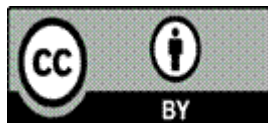
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