Evaluation of video use
in a social skills group
of students with Asperger's

Elisa Gopin
Evaluation in
Educational Technology
505-4172, Fall 2010
Dec 7, 2010

Table of Contents

Learning Reflection

Evaluation is a key process in designing educational technology, or any educational program. While so much is being discovered about how humans learn and experience the world, there is still an incredible amount we don't know about the process of learning. The best instructional design plan is still only a theoretical document. Until it has been put into effect in the real world and tested with students, the author does not know how well it will really work.

Reading other evaluations and sample evaluation documents this semester gave me an idea of the broad range of evaluation types that exist. Much like research projects, evaluations are carried out for a variety of reasons, and a variety of audiences. Catalysts for an evaluation can include the need to determine effectiveness of a specific program or project; exploring a new aspect of an old program or project; comparing efficiency of two different programs or projects; and gathering student and teacher opinions on a specific program or project, among others.

Evaluation report audiences range from teachers, to program administrators, to those who provide program funding. Each distinct audience will be looking for different information on the the program or project and it can be tricky to write a report that will satisfy these various needs. Organization is an important aspect of a report when you must provide a lot of information that will be interesting for different people. Breaking a report down into sections, with a detailed table of contents, makes it easier for readers to zero in on the particular information they are looking for.

Learning about doing evaluations is certainly not the same as performing them. The final project was a good chance to put theoretical knowledge into practice and make mistakes that will help me create much better evaluation plans in the future. Rather than performing the steps in an evaluation plan in chronological order, certain parts should be started before they are needed because they can take time. Consent, for example, can be a long process when working with children and adolescents because parental consent may be required before any data can be collected. Consent forms can be distributed while data collection tools are being created, to allow time for forgetting, procrastinating, and vacations.

In the case of consent, teachers working with a group of students have an advantage over external evaluators because they may not need the same level of consent before collecting data. They also may already have access to certain data in the form of tests and assessments, and can perform what is known as "action research" - a hybrid of evaluation and research that is often done without consent or IRB approval, since it is carried out during the course of regular teaching.

Evaluation is a fascinating process that encourages the evaluator to analyze a process is ways they would not otherwise do. Although there are reasons not to evaluate a project or program you yourself are running, due to lack of objectivity, one of the reasons for an evaluation to be performed by someone close to a project is the insight he or she can have about the program that is being evaluated. Whether it is done formally or not, every teacher should evaluate their own teaching at some point just to go through the process of analysis and critical thinking about how and why they teach the way they do.

Executive Summary

The purpose of this evaluation is to explore the experience of incorporating video clips into a social skills group session for middle school and high school students diagnosed with Asperger's Syndrome. Adolescents diagnosed with Asperger's Syndrome have difficulties communicating with their peers, despite high IQs and generally excellent verbal skills. Their main deficit is poor social skills, a problem that affects social and emotional development. Social skills training programs can teach appropriate skills to students with Asperger's Syndrome; one of the most popular training programs for social skills is the social skills group. For this evaluation, data was collected from students participating in a social skills group held by Partners with Parents, a non-profit organization located in Beit Shemesh, Israel that is dedicated to providing unique services for students with learning disabilities in the area.

The evaluation looked at whether it makes it easier to discuss specific social scenarios when an example is shown first on video. The data indicates that it is easier both for the therapist to introduce and explain a scenario, and for students to understand the situation and generate ideas about why specific skills are important in that situation and what appropriate responses might be. Student motivation seems to increase when video clips are used in session, and students display more "energy" when they are discussion something they've watched together. They also generate more ideas about how to analyze a specific situation, and more suggestions for appropriate ways to deal with a specific situation when the discussion is based on a clip the group has watched together.

Several suggestions were made based on the data, including: Therapist collaboration on video playlists for sessions, when more than one therapist work together; the benefits of adding video is worth the extra time required for clip selection; and students enjoy the experience more when the clips are from shows they recognize so clips should be updated on a regular basis. Additionally, questions were raised about the experience that could be explored in a future study.

Purpose of the Evaluation

The purpose of this evaluation is to explore the addition of video clips to a social skills group for adolescents with Asperger's Syndrome. The groups are run by a local non-profit organization called Partners With Parents (PWP). The evaluation will examine whether adding video clips makes it easier for students to discuss scenarios when they can see them modeled first. It also makes it easier for the therapists to introduce scenarios for discussion via video, rather than describing it in words. Additionally, student motivation to participate in the groups seems to increase when video clips are incorporated into sessions.

Central Questions

The evaluation will collect data relating to the following questions:

- Is it easier for the therapist to open a discussion on the importance of social skills when he/she can start off by showing a specific scene to discuss?

- Does it make it easier for students to discuss the need for social skills when they can view a specific scenario first?

- Do students enjoy participating in the group more when it incorporates video clips?

- Does the inclusion of video clips increase student motivation to participate in group discussions?

Stakeholders

No formal assessment has been done yet in the groups to measure social skill performance improvement or skill deficit awareness, and PWP is interested in any useful data the evaluation can report. PWP was created by a local therapist to provide services to the local special needs population that currently do not exist. PWP is excited about the idea of collecting objective data on one of its programs in order to determine effectiveness and explore ways to improve the program.

PWP is considering incorporating regular evaluations into their programs, both formative and summative, so they will have a better idea of whether their programs are as successful as they can be. PWP periodically applies for grant money for new programs, and foundations are always interested in as much data as can be provided in an application. This will be a very useful process for them to go through.

Additionally, the therapist who came up with the idea of using video would like to know more about why it works, and what can be changed to make the sessions even better. If there is data to support the innovations he uses in his groups, perhaps he will do further research and be able to collect material to publish an article.

Future clients will benefit from this evaluation as well, since this is currently the only organization that runs social skills groups for this population. Any improvements PWP can make to the groups will benefit everyone in the city who needs them.

Background Information

Program Rationale

Social skills are the behaviors, both verbal and non-verbal, that we use to successfully navigate social situations. Positive social skills include smiling, making eye contact, asking questions, responding to greetings, and properly initiating social contact. Having good social skills as a child leads to positive life outcomes, such as being accepted by peers, having academic success, and achieving mental health (Rao, Beidel, & Murray, 2007).

Children with Asperger's Syndrome (AS) have trouble developing appropriate social skills. Despite high language skills, children with AS have difficulty communicating their thoughts accurately and understanding subtleties and non-verbal cues from people around them. They are not good at understanding abstract language or taking the perspective of others. The distance between their academic strengths and social weaknesses often causes anxiety (Attwood, 2006).

Social skills groups are the most common intervention used for people with AS/HFA . Group settings allows for practice in a natural environment, which individual therapies do not (Solomon, Goodlin-Jones, & Anders, 2004). Social situations are unpredictable and always changing so social skills groups aim to teach rules that can be applied to various social situations and provide a practice area to encourage generalization of the rules.

Partners with Parents (PWP) was formed by a local learning disabilities specialist who wanted to be able to offer services for children with learning disabilities that were lacking in the community. One of the programs she started was the social skills groups for children and adolescents with Asperger's Syndrome, since there weren't any groups being offered locally. PWP currently offers several different groups for children with Asperger's, each serving a different age group.

PWP interview prospective program participants, using a unique intake method, to put together a group of children whose cognitive, developmental and social needs are matched. The instructor establishes both individual and group goals, so everyone's needs are met. The group setting provides a safe place to practice, where students don't have to worry about ridicule if they make mistakes, as well as the ability to observe others.

Program Goals

The social skills groups were created in order to provide a safe environment for children and adolescents with Asperger's to discuss and practice social skills. The groups are structured to be fun and easy going, like an after-school club. They include role playing, games and projects to teach participants the basics of social skills. The groups are geared towards children who need help finding ways to participate in social activities, appropriate ways to interact with friends, and awareness of non-verbal cues.

Each group is geared to a different age group and therefore has slightly different goals.

There is a group for grades 4-6, grades 7-9, and grades 10-12, and there are separate groups for boys and girls. The goals for each age group include:

Grades 4-6:

- To understand the importance of participating in socially appropriate activities,

- The mechanics of making and keeping friends,

- To work on developing problem solving skills, empathy skills and anger management skills,

- Personal responsibility and awareness of self and others,

- Use of appropriate non-verbal communication for social success.

Grades 7-9:

- To understand the importance of participating in socially appropriate activities,

- The mechanics of making and keeping friends,

- To work on developing problem solving skills, empathy skills and anger management skills,

- Personal responsibility and awareness of self and others,

- Individual responsibilities as they relate to life cycle events that occur throughout the school year.

Grades 10-12:

- About the different layers of social maturity

- How to address typical curve balls of adolescents,

- How to grapple with personal identity, social responsibility, embracing religion,

- How to effectively manage parent interactions,

- Individual responsibilities as they relate to life cycle events that occur throughout the school year.

Previous programs

PWP has not run any previous social skills programs before starting the group sessions. There is another organization in the city that runs programs for children with various disabilities, who runs social skills groups. However, their groups are not specifically geared to children with Asperger's. There are also therapists who do individual social skills training with children and adolescents with Asperger's but not in a group setting.

The therapists who run the groups at PWP have experience running social skills groups in other settings before they joined PWP. The most successful aspects of previous groups have been carried over to the PWP social skills groups. This includes verbally analyzing specific social

scenarios, group role playing, and social problem solving. Video clips were added for the first time to the PWP groups in order to make it easier to discuss specific social scenarios, consequences of specific actions, and the importance of social skills in general. Incorporating video into groups also adds to student motivation to participate.

Program Personnel

Gayle Shimoff is the founding director of Partners with Parents and directs all programs and services. Gayle established PWP in 2004 in part, to provide programming and services, not otherwise available to children and teens with learning disabilities. She also created a place were parents, educational specialists and schools can partner together to create effective solutions for success both at home and in school.

Gayle is a specialist in learning disabilities with more than 20 years of experience, teaching students, guiding parents and training teachers. Gayle has a B.A. in Elementary School and Special Education from Brooklyn College, CUNY and an M.A. in Learning Disabilities from Teachers College, Columbia University,with specialized training in the Orton- Gillingham approach to teaching dyslexic students. Gayle has completed doctoral level coursework and research in psycholinguistics at Bar Ilan University, focusing on the development of bilingual children's reading and language skills and taught at Bar Ilan University, Beit Berl Teachers College, and David Yellin Teachers College.

Dr. Shimon Solnica is a trained school psychologist experienced in running social skills groups with children ranging from pre-school to late adolescents and adulthood. He earned his BA from Yeshiva College, Rabbinic Ordination from the Rabbi Isaac Elchanan Theological Seminary, MA from the City College of New York, and Doctorate from the Ferkauf Graduate School of Yeshiva University.

Shimon has worked in special education private schools, public schools as well as within clinic settings, where he has been able to utilize and run effective social skills groups. Shimon currently works for the Psychological Services of Beit Shemesh and runs the social skills groups for teenage boys.

Dr. Debbie Rubel is a trained school psychologist, experienced in developing social skills in students of all ages. She has experience with individual and group interventions as well as teacher and parent guidance. Debbie has worked in public and private kindergartens, elementary, and high schools. Debbie earned her BA from Stern College, and her MS Ed. and Ph.D. from Fordham University. Since moving to Beit Shemesh, she has been working in various schools and ganim in Beit Shemesh through the Psychological Services of Beit Shemesh. Debbie is running the social skills groups for elementary school aged children.

Program Characteristics

The social skills groups help kids understand what appropriate behavior is, and why it is appropriate. Since social situations are unpredictable and can't be governed by a specific set of rules, group discussions attempt to help the child understand how and why different rules are applied in different situations. Role playing and observation of others help develop an awareness

of emotion in self and others.

Once a group has been put together, the therapist creates a set of goals for the group based on each individual's social needs. Then, each session consists of activities to teach and practice the specific skills that are being targeted.

For example, joining other kids at play, for instance during recess, can be a stressful experience for kids with Asperger's. However, it is a skill that can learned with practice and an understanding of the dynamics of the situation. These types of skills can be practiced and reinforced using discussions and behavior modeling.

Students are taught the basic rules that they need to remember in a specific situation, for example

- maintain eye contact

- watch the other person's "body language"

- keep the conversation reciprocal

They discuss the need for these rules so they can understand why eye contact is important, how we convey messages with our eyes, and that we can pick up on information by noticing body language.

Discussions can be based on situations that kids have found themselves in and have questions about, or theoretical situations introduced by the therapist. Every so often, not every session, the therapist will select a video clip to show the group to start off the discussion. Since the addition of video clips is new, no specific pattern of frequency has been established yet. Students will sometimes be given a skill to practice or observe in another setting for "homework." Further discussion then takes place at the next session to help students understand and generalize the skill.

Description of Evaluation Design

This evaluation uses a goal-free model. The actual goals of the social skills program are not being evaluated; rather a specific recent change is being evaluated to determine whether it is helping to address student motivation, and to facilitate discussions. It is also hoped that general student attitudes towards the group will emerge in the process.

The goal free model reviews a program's actual effect on specific needs (Boulmetis & Dutwin, 2005). The evaluator observes the client population and collects data with no pre-defined goal statements, rather categories emerge naturally from the data. The aim of this process is to describe the program and determine the importance of certain processes to the program.

This evaluation uses qualitative data collection methods to create a descriptive picture of the experience of using video in social skills training. Data will be collected in two stages. The first stage will be done through a student survey, distributed to two social skills groups, consisting of a total of 7 middle and high school students diagnosed with Asperger's Syndrome. The students are native English speakers, however, most are more comfortable reading Hebrew. The student consent forms and the student survey will therefore be translated into Hebrew.

The survey was broken down into two parts. The first part asked questions about student perceptions of the video clips and their attitudes about the effectiveness of the clips in group sessions. The second part asked about students' enjoyment of watching video clips as part of group sessions and whether various aspects of the clips made them more or less interesting.

No identifying information will appear on the student surveys to ensure anonymity. Demographic data such as age and grade will be included with each survey. There is no selection method for this evaluation; due to the small size of the groups and the broad, experiential scope of the evaluation questions we will attempt to collect as many surveys as possible. Consent, both from parents and from students (those students who already have parental consent; without parental consent a student will not be asked to participate in the evaluation).

Consent forms, an introductory letter to parents, and the survey were all reviewed and editing by the PWP staff. Wording changes were made so survey questions would be simple and easy for middle schoolers to understand. Questions were edited not to use any formal language. It was suggested that certain questions be combined to reduce duplication, and one question about role play was removed because it was not relevant to these specific groups.

Originally, a couple of open ended questions were included in each section of the survey. However, it was determined based on therapist feedback that it would be too difficult for any of the students to provide any useful information through an open question due to various communication difficulties and learning problems they have. It was suggested that students would not be able to complete a long survey and the questions were therefore kept short and focused. Since the evaluation is being performed as part of a graduate course, and therefore had a limited timeline, it was impossible to test out the surveys first with a pilot group. However, since the surveys will be filled out in the presence of the therapist questions can be answered and clarifications can be made on the spot. Appendix C contains the full text of the survey in English that was distributed to students.

The second stage of data collection consists of an interview with the therapist who runs the groups to gather more open ended and reflective information than the students can provide. The interview will incorporate answers to the student survey to give the therapist a chance to reflect on student perceptions and attitudes towards the video clips. The combination of student surveys and therapist interview will hopefully provide a more rounded picture than either would alone.

There are currently two therapists who run the social skills groups for PWP. The original evaluation plan called for both to be interviewed for the evaluation report. However, since the ages of the groups range from 4th grade through high school, it was decided that one survey would not be appropriate for all the groups. There was also a concern that the younger kids might not have the self-awareness and/or communication skills to answer the questions in a meaningful way. The younger group was therefore excluded from the evaluation and the second therapist not included in the interview, since student feedback via the survey was key to the interview process. However, the second therapist was involved in the questionnaire creation and provided valuable feedback on the evaluation process and is therefore still listed in the program personnel section as being involved in the evaluation.

Therapist interview questions are open ended and intended to elicit reflective feedback on the process of selecting and using video clips for the group sessions. Questions were also written to encourage the therapist to reflect on the student experience in the groups, and selections from completed student surveys were read during the interview as discussion jumping-off points.

Results

Seven students all together were given the student survey, 4 in the middle school group and 3 in the high school group. Everyone submitted a completed survey. Results are tabulated for each survey question.

Video in the group

watched together in the group?

Yes – I can use the video as examples, and they help me understand what others are saying	71%
No – I don't see how they are relevant	0%
No, but it's more fun	29%

important?

Yes – seeing how they act makes it easier to understand the behavior	100%
No – talking about it is as good as seeing it	0%
I don't really feel that video clips are relevant to real life	0%

4) Do you ever identify with people in the video clips?

No – it's just TV, they're not real	43%
Yes – I like being able to see what I'm supposed to do or not supposed to do	57%

Enjoyment

1) Do you enjoy watching video clips together in the group?

Yes	100%
No	0%

have watched before?

Yes	86%
No	0%
I haven't recognized any videos yet	14%

3) Do you find it a waste of time to watch video clips in the group?

Yes	0%
Yes, but it makes the group fun anyway	14%
No – it helps	86%

watch video clips about them, instead of just talking about them?

Yes	100%
No	0%

video clips included in a session?

Yes	100%
No	0%

Discussion of the Results

The data collected during this evaluation supports the idea that video clips showing sample social scenarios can be helpful when incorporated into a social skills group session. Including video clips helps the therapist introduce and describe a specific scenario to students. Students can visualize different situations better when they can see them modeled on video before the discussion. Students also have an easier time verbalizing their thoughts about a particular situation when they can refer to a shared experience such as a video watched together in the group.

Does it make it easier for students to discuss the need for social skills when they can view a specific scenario first?

Most (71%) students agreed that watching video clips first makes it easier to discuss scenarios. Things that happen in the videos can be used as examples during the discussion, as well as serve as concrete visuals to understand what another student is referring to. This helps a lot, especially since Asperger's students have trouble with practical communication skills, despite high IQ and large vocabularies.

All students agreed that watching clips makes it easier to understand why social skills are so important, and all said it does not matter whether they recognize the show from which the clips were taken in order for them to be effective.

While in the minority, a large percentage of students (43%) said they do relate in some way to the characters in the shows and enjoy being able to see how they are supposed to act. This indicates that video modeling, a popular method of teaching social skills (Sansoti & Powell-Smith, 2008), can definitely be incorporated into group sessions.

Do students enjoy participating in the group more when it incorporates video clips?

All of the students felt that sessions that incorporate video are more fun, and that they enjoy watching clips from shows they already know. Although one student indicated that watching the clips did not make participating in group discussions any easier, even he agreed that it does make it more fun to participate in the sessions. If further study is done on this topic, it would be interesting to collect data that could shed light on why not everyone benefits from the

video clips. It would also be useful to determine whether they really do not help every student, or it is merely student perception that they do not help. Some measure of student skill performance, before and after the sessions, would allow for a more objective comparison.

Does the inclusion of video clips increase student motivation to participate in group discussions?

All students said that they looked forward to participating a session more when they knew there would be a video clip to discuss. Dr. Solnica indicated in the interview that students seemed more "energized" when discussing video clips than when they discussed theoretical situations or even a real-life situation that had happened to someone in the group.

Is it easier for the therapist to open a discussion on the importance of social skills when he/she can start off by showing a specific scene to discuss?

Dr. Solnica stated in the interview that when a discussion revolves around a theoretical scenario that he has brought up, it takes longer to describe and clarify the situation for the students than it does when he can show them a video clip. Students start out with a better idea of what can go wrong in a situation when they've seen it played out in front of them, and they generate more ideas of possible appropriate behavior when the discussion is based on a video clip. Since he is familiar with lots of popular TV shows, it does not take him too long to select an appropriate clip. Given how much it contributes to the sessions, he feels it is worth the extra time he puts in.

He indicated that he does not know whether it is the visual nature of the clips that helps the kids understand better and be more creative, or if it is the fact that they are more motivated to participate when they get to watch video clips as part of the session and therefore they work harder. It would be interesting in a future study to collect data that could help answer this question.

Conclusions & Recommendations

Immediate Conclusions

- Video clips depicting sample social scenarios should be incorporated whenever possible into social skills group sessions

- It does not take more than a few extra minutes of preparation to include video clips in a group session, for a therapist familiar with TV programs teenagers might watch

- Therapists who do not regularly watch TV, and/or are not familiar with shows that teenagers would watch, would have a hard time choosing appropriate clips to maximize student enjoyment, although they may still find clips that are relevant for introducing discussions even if students do not recognize them

- Therapists who work with similar age groups can collaborate with each other to use the same video clips, thereby cutting down on the extra time each one has to spend preparing clips

- Students did enjoy clips from shows they recognized and had watched more than clips they did not recognize, therefore it is not enough to choose a clip once and re-use it with all new groups – every so often (at the discretion of the therapist) clips should be updated and refreshed

Long-Range Planning

- Since multiple therapists work at PWP and multiple age groups can benefit from and enjoy the same video clips, it would be useful for all the therapists to collaborate on a video list that they've used successfully in a session. This list could be shared by all therapists. As mentioned above, this list would have to be updated on a regular basis so it does not become outdated.

- Although most students did enjoy the videos, not all students seem to benefit equally from the clips. It would be interesting to collect data in the future that could shed light on this.

- It would also be useful to determine whether students really do not all benefit from the addition of the video clips, or this is merely student perception. Some measure of student skill performance, before and after the sessions, would allow for a more objective comparison.

- We do not know whether it is the visual nature of the clips that helps the kids understand better and be more creative, or if this is due to students' increased motivated and therefore they work harder. A study could be designed in the future to collect data on this issue.

Evaluation Insights

While the evaluation was successful overall in answering the basic questions originally raised by the PWP staff, there are still outstanding questions in my mind regarding video as a tool for teaching social skills as well as aspects of the evaluation that I would have done differently.

The data collection for this evaluation did not go as planned. I did not allow for enough time to collect parental consent before distributing student surveys. I also was not aware that the groups would be taking a week and a half break for the Chanukah holiday, which made it harder to get in touch with parents in time for the end of the evaluation timeline. In the future, I would start getting consent before finishing the data collection tools, which ended up delaying the consent process. It was recommended to me by the staff to send a copy of the student survey to parents along with the consent, but this should not be a required step in a case like this one where the timeline for the evaluation is limited.

The evaluation dealt with the original question of whether video clips help facilitate group discussions, and looked at a few aspects of incorporating video such as student enjoyment and therapist collaboration. It also raised new questions, which are beyond the scope of this evaluation to answer. However, if further study was warranted, it would be very interesting to explore these questions.

References

Attwood, T. (2006). Asperger's syndrome. *Learning Disability Review*, *11*(4), 3-11.

Boulmetis, J., & Dutwin, P. (2005). *The ABCs of Evaluation: Timeless Techniques for Program and Project Managers* (2nd ed.). San Francisco, CA: Jossey-Bass.

Rao, P., Beidel, D., & Murray, M. (2007). Social skills interventions for children with Asperger's syndrome or high-functioning autism: A review and recommendations. *Journal of Autism and Developmental Disorders*, *38*(2), 353-361. doi:10.1007/s10803-007-0402-4

Sansosti, F., Powell-Smith, K., & Kincaid, D. (2004). A research synthesis of social story interventions for children with autism spectrum disorders. *Focus on Autism & Other Developmental Disabilities*, *19*(4), 194-204.

Solomon, M., Goodlin-Jones, B., & Anders, T. (2004). A social adjustment enhancement intervention for high functioning autism, Asperger's syndrome, and pervasive developmental disorder NOS. *Journal of Autism and Developmental Disorders*, *34*(6), 649-668. doi:10.1007/s10803-004-5286-y

Appendix A – Parent Consent Form

Dear Parents,

Hi. I would like to introduce myself. I am Lisi Geffen and I am studying for a Master's degree in Educational Technology at Boise State University's online EDTECH program. I am performing an evaluation of the video component used during the social skills groups as part of the work for my Master's degree. I have spoken with Gayle Shimoff and Dr. Shimon Solnica at Partners with Parents, who have agreed to assist in this project, provided you approve as well.

The evaluation will be looking at the students' perceptions of the effectiveness of video clips in the sessions, and how it affects their enjoyment of participating in the group discussions. Since this is a component of Shimon's work with your son, I am asking your permission to allow your son to participate in this study.

This is an internal evaluation, which will not be shared with outsider (other than my teacher in the Master's program who will be grading the report), or published anywhere. No real names or identifying information will be used in the final report.

Attached is a parental consent form, to indicate that you agree to let your child participate in this evaluation. Please return it as soon as possible via email (either fill it in on the computer and email it as an attachment, or print it up and sign it and then scan it and send it back as an attachment) to lisi@lifelong-learner.com. Alternatively, you can send it with your son when he comes to his group with Shimon.

There is also a copy of the student consent form to sign, that explains the nature of the study, and that he will be asked to fill out a short questionnaire; as well as a copy of the questionnaire he will fill out during groups, provided that both you and he consent.

If you have any questions about the form or the evaluation, please feel free to email me at lisi@lifelong-learner.com or call me at 054-636-6157.

Thank you!

Lisi Geffen
Master's candidate
Educational Technology
Boise State University

Parent consent for child participation in project survey

I give permission for Elisa Gopin to record my child's answers to the survey evaluating the use of video in the social skills group. I understand that this information will not be used to personally identify my child in any way; that it will not be shared with anyone outside of the evaluation group; and that it will not be published anywhere when the survey is over without my permission.

I also understand that:
- Answering these questions is completely voluntary (ie, my child does not have to do this!)
- My child can refuse to answer any question that makes him/her uncomfortable
- My child can stop answering questions at any time
- My child's real name and identity will not be used in the final evaluation report
- My child will not be paid in any way for filling out this survey

I HAVE READ THIS CONSENT FORM. I HAVE HAD A CHANCE TO ASK QUESTIONS ABOUT ANYTHIS I DID NOT UNDERSTAND.

_____

(Signature of Parent)

_____

(Printed name of Parent)

_____

(Date)

_____
Please contact Lisi Geffen at lisi@lifelong-learner.com *or 054-636-6157 with any questions or comments.*

Appendix B – Student Consent Form

Student consent for participation in project survey

I give permission for Elisa Gopin to record my answers to the survey evaluating the use of video in our social skills group. I understand that this information will not be used to personally identify me in any way; that it will not be shared with anyone outside of the evaluation group; and that it will not be published anywhere when the survey is over without my permission.

I also understand that:
- Answering these questions is completely voluntary (ie, I do not have to do this!)
- I can refuse to answer any question that makes me uncomfortable
- I can stop answering questions at any time
- My real name and identity will not be used in the final evaluation report
- I will not be paid in any way for filling out this survey

I HAVE READ THIS CONSENT FORM. I HAVE HAD A CHANCE TO ASK QUESTIONS ABOUT ANYTHIS I DID NOT UNDERSTAND.

_____
(Signature of Student)

_____
(Printed name of Student)

_____
(Date)

Appendix C – Student Survey (English)

Evaluation of video use in social skills group

Video in the group

- How often do you watch video clips in the group?
  a. Once a week
  b. Every few weeks
  c. We only watched video once

- Does it make it easier to discuss social situations when it's based on video you've watched together in the group?
  a. Yes – I can use the video as examples, and they help me understand what others are saying
  b. No – I don't see how they are relevant
  c. No, but it's more fun

- Is it easier to understand and discuss social situations from shows you recognize and/or have watched before you saw them in the group?
  a. Yes – I understand the characters more this way
  b. No – it doesn't matter whether or not I've seen the show before in order to discuss it
  c. No, but it's more fun
  d. I haven't recognized any videos yet

- Do the clips you've watched make it easier to understand why appropriate behavior is important?
  a. Yes – seeing how they act makes it easier to understand the behavior
  b. No – talking about it is as good as seeing it
  c. I don't really feel that video clips are relevant to real life

- Do you ever identify with people in the video clips?
  a. No – it's just TV, they're not real
  b. Yes – I like being able to see what I'm supposed to do or not supposed to do

Enjoyment

- Do you enjoy watching video clips together in the group?
  a. Yes
  b. No

- Do you enjoy watching clips better when they are from shows you recognize and/or have watched before?
  a. Yes
  b. No
  c. I haven't recognized any videos yet

- Do you enjoy doing role-playing more when it's based on video you've watched together?
  a. Yes
  b. No
  c. I don't like role-playing at all

- Do you find it a waste of time to watch video clips in the group?
  a. Yes
  c. Yes, but it makes the group fun anyway
  b. No – it helps

- Is it more fun to talk about social situations and how to act appropriately when you can watch video clips about them, instead of just talking about them?
  a. Yes
  b. No

- Do you look forward to participating in the group more when you know there will be video clips included in a session?
  a. Yes
  b. No

Appendix D – Student Survey (Hebrew)

הערכה של השימוש וידאו בקבוצת מיומנויות חברתיות

גיל: _____

כיתה: _____

יום הולדת: _____

_____
_____

וידאו בקבוצה

- באיזה תדירות אתם צפה בקטעי וידאו בקבוצה?
  א. פעם בשבוע
  ב. מדי כמה שבועות
  ג. אנחנו רק ציפינו בוידאו פעם

2. האם זה קל יותר לדון במצבים חברתיים כאשר זה מבוסס על וידאו שצפיתם יחד בקבוצה?
  א. כן - אני יכול להשתמש וידאו כדוגמאות, והם עוזרים לי להבין מה אחרים אומרים
  ב. לא - אני לא רואה איך הם רלוונטיים
  ג. לא, אבל זה יותר כיף

3. האם זה קל יותר להבין ולדון מצבים חברתיים מסדרות שמוכר לך ו / או צפית(ה) לפני שראית(ה) אותם בקבוצה?
  א. כן - אני מבין את הדמויות יותר ככה
  ב. לא - זה לא משנה אם ראיתי את הסדרה לפני
  ג. לא, אבל זה יותר כיף
  ד. לא מוכר לי שום קטעי וידאו ממה שציפינו

4. האם זה קל יותר להבין למה התנהגות מתאימה זה חשוב, אחרי שרואים וידאו ביחד?
  א. כן - לראות איך הם מתנהגים עושה את זה קל יותר להבין את ההתנהגות
  ב. לא - לדבר על זה שווה כמו לראות את זה
  ג. אני לא ממש מרגיש כי קטעי וידאו רלוונטיים לחיים האמיתיים

5. האם אתה מזדהה עם אנשים סרטוני וידאו?
  א. לא - זה רק טלוויזיה, הם לא אמיתיים
  ב. כן - אני רוצה להיות מסוגל לראות מה אני אמור לעשות או לא אמור לעשות

הנאה

1. האם אתה נהנה לראות קטעי וידיאו יחד בקבוצה?
  א. כן
  ב. לא

2. האם אתה נהנה לראות את הסרטונים טוב יותר כאשר הם מן מסדרות שמוכר לך ו /
  או‎ ‎ראית לפני שראית(ה) אותם בקבוצה?
  א. כן
  ב. לא
  ג. עדיין לא מוכר לי שום קטעי וידאו

3. האם את(ה) מרגיש(ה) שזה בזבוז זמן לראות קטעי וידיאו בקבוצה?
  א. כן
  ב. כן, אבל זה יותר כיף
  ג. לא - זה עוזר

4. האם זה יותר כיף לדבר על מצבים חברתיים וכיצד לפעול כראוי כאשר אתה יכול
  לראות‎ ‎קטעי וידיאו עליהם, במקום רק לדבר עליהם?
  א. כן
  ב. לא

5. האם זה יותר כיף להשתתף בקבוצה כשיודעים שיצפו בקטעי וידיאו בפגישה?
  א. כן
  ב. לא

23