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Using Video Feedback to Increase Eye Contact During Mock Job Interviews for Transition Age Adults with Autism Spectrum Disorders

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Using Video Feedback to Increase Eye Contact During Mock Job Interviews for Transition Age
Adults with Autism Spectrum Disorders

by

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A thesis submitted in partial fulfillment of the requirements for the degree of
Master of Arts
Applied Behavior Analysis
Department of Child and Family Studies
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Abstract

Autism Spectrum Disorders (ASD) are characterized by impairments in social and communicative behaviors. These impairments can impact an individual's ability to obtain employment. The rates of unemployment for individuals with ASD are much higher than those of their peers without ASD. This study used a multiple baseline design across three participants diagnosed with ASD to determine the effectiveness of video feedback in improving eye contact duration during mock job interviews. After video feedback sessions, eye contact duration increased across all participants. On average, participant's eye contact duration was at 30.2% during baseline. These percentages increased to an average of 72.8% after video feedback was implemented.

Chapter One:

Introduction

Using Video Feedback to Increase Eye Contact During an Interview in Transition Age Adults

The employment rate of people ages 15-64 in the United States was reported at 62% in 2011 (OECD Publishing). OECD also reports that 18% of the work eligible population aged 15-24 is unemployed. A U.S. Department of Education funded study, National Longitudinal Study-2, collected data on students as they moved into adulthood (Newman et al., 2011). In this national sample of adults aged 21-25, it was found that 44% of individuals diagnosed with autism were employed. Newman et al. (2011) also found that individuals diagnosed with autism were less likely to have a job than individuals diagnosed with an intellectual disability, emotional disorder or learning disability. In a survey of 450 individuals with autism, it was found that if the young adult did not have impairments in communicating, he or she had a 3-4 times greater chance of getting a job over his or her counterparts who could not communicate adequately (Carter, Austin, & Trainor, 2012).

One important aspect to obtaining employment is the interview process. Hollandsworth, Kazelskis, Stevens, and Dressel, (1979) outlined behaviors that have been identified by college recruiters as important for an interviewee to engage in which include speech fluency, appropriateness of content, eye contact, posture and voice volume. The appropriateness of content was ranked as the most important behavior in an interview, followed by speech fluency, composure, eye contact, posture and volume, respectively. In a 1980 study conducted by Forbes

and Jackson, non verbal behaviors including eye contact were coded in 101 interviews with typically developing individuals ages 15 to 17. The interviewers sorted the interviews as either accepted, waitlisted, or rejected (Forbes & Jackson, 1980). Eye contact occurred more often in the accepted interviews while avoiding eye contact occurred at the highest rates in rejected interviews. Other behaviors that were seen in accepted interviews included smiling and nodding. This study showed that there was a correlation between making eye contact, among other nonverbal behaviors and receiving a job offer. Autism is marked by social deficits that can make participating in an adequate interview difficult, which can hinder an individual with autism from obtaining a job. If an individual with autism can learn the necessary behaviors to appropriately represent him or herself in an interview, his or her chances of employment would likely increase.

Mirenda, Donnellan, and Yoder (1983) conducted a study in which they measured the duration of eye gaze in four children diagnosed with autism (ages 6-15) and four children who were typically developing (ages 6-12). During a conversation with an adult, the children with autism were less likely to make eye contact with the adult than their peers who did not have a diagnosis. The children with autism made the same amount of eye contact, on average, as their typical peers made while they were talking to the adult. When the adults were talking to the participant, the children with autism engaged in less eye contact than their typical peers.

Eye contact or eye gaze has been targeted for increase in children with autism and other disabilities using contingent reinforcement (Ney, 1973), self-monitoring (Koegel & Frea, 1993), and group training with role plays (Berler, Gross & Drabman, 1982). Ney (1973) compared the use of contingent and non-contingent reinforcement on eye contact with one participant diagnosed with autism, age four. All sessions were completed in a play session with a therapist. In the non-contingent reinforcement phase, the participant received reinforcement from the

investigator on a variable interval schedule; during the contingent reinforcement phase of the study, the participant received reinforcement every time he made eye contact with the investigator. Eye contact increased in the conditioned reinforcement phases of the study. Eye contact occurred at higher rates in the non-contingent phase of the study than it did in baseline, suggesting that there may have been accidental reinforcement of the behavior; the non-contingent reinforcement phase of the study still had lower rates of eye contact than the contingent reinforcement phase. Due to the fact that only one participant was used in this study makes it difficult to conclude if contingent reinforcement is an effective way of increasing eye contact in other children with autism.

Koegel and Frea (1993) used self monitoring to increase eye contact in a conversation setting with two participants ages 13 and 16. Participants were taught the difference between appropriate and inappropriate eye contact by a clinician modeling the appropriate behavior for the participant followed by the participant imitating these skills. After the participant showed the ability to discriminate between appropriate and inappropriate eye contact, he was taught how to use the self-monitoring system. In the self-monitoring condition, a timer would ring, indicating the end of a set interval of time; the participant would then place a mark on the checklist. Marks were made if the participant was engaging in only appropriate eye contact during that interval. Results showed that self-monitoring was effective in increasing eye contact during a conversation for both participants. The participants were both labeled as high functioning, so it is unknown if this type of intervention could work with younger children or individuals who have a lower functioning level.

Eye contact can be targeted alone as it was in Ney (1973) and Koegel, and Frea (1993) or it can be taught as a target behavior within a social skills package. Berler et al. (1982) taught six

boys ages 8-10 that attended a school for children with learning disabilities various social skills, including eye contact. The participants were taught how to engage in eye contact in a group skills training setting. The adults provided scenes for the participants to act out; after the role play the adults provided feedback and praise for appropriate behaviors (Berler et al., 1982). During baseline, eye contact showed an increasing trend making it difficult to attribute the increase in eye contact to the training sessions. Two participants did maintain moderately high levels of eye contact in the posttest, and one participant showed an increase in eye contact leading up to the posttest. Studies targeting eye contact have used participants who are younger in age in social settings or with an adult therapist. None of these studies evaluated the effectiveness of interventions on increasing eye contact in an interview setting.

Interview skills have been taught to individuals with intellectual disabilities using peers as teachers (Schloss, Santoro, Wood, & Bedner, 1988), behavioral skills training (Kelly, Wildman, & Berler, 1980) and an internet based training program (Strickland & Coles, 2013). Schloss et al. (1988) and Kelly et al. (1980) improved the verbal behaviors of their participants but did not evaluate non-verbal behaviors. Schloss et al. taught participants how to answer specific interview questions pertaining to personal and education history and work experience. Peers were used as implementers of a prompting and correction procedure to improve skills. Participants learned the appropriate skills and then maintained these skills in a 6-month follow-up. Kelly et al. taught participants how to provide information about the past, ask questions, and express interest in the job using behavioral skills training. Behavioral skills training (BST) was implemented with the participants in a group format. Modeling tapes were used in the training sessions and were followed by rehearsal of the skills. Individual role-plays immediately followed

the modeling sessions. Group BST proved to be effective in teaching the participants the appropriate interview skills targeted.

Strickland and Coles (2013) evaluated whether an internet based training program, JobTIPS, could teach appropriate job interview skills to 22 participants ages 16-19 who were all diagnosed with high functioning ASD. The online-based program included theory of mind guidance, video models, visual supports and virtual reality practice sessions. Results suggest that the online system was able to help participants improve their answers to questions, but there was no improvement in nonverbal behaviors such as posture, facial expressions or eye contact. The authors suggest that to improve the participant's nonverbal behaviors, there is a need for more feedback on these behaviors.

Video feedback is an extension of video modeling, which has been used to teach behavioral chains (Miltenberger 2012). Video feedback utilizes a discussion of the behaviors in the video that takes place following the viewing of the video (Kern-Dunlap et al., 1992). Kern-Dunlap et al. utilized reinforcing instances of the desired behavior with a point system and prompting the desired behavior when an undesired behavior occurred in their discussion. Bobroff and Sax (2010) used video modeling with peer tutors to teach appropriate interview skills to participants with varying disabilities. The participants were videotaped conducting a mock interview and then reviewed the video with their peer tutor. Participants improved their interview skills and generalized the skills to an unfamiliar person in the interviewing process. This study evaluated the use of peers as a way to teach skills, but the article failed to specify what disabilities the participants were diagnosed with and the behaviors that were targeted for change. Without the knowledge of these variables, it is difficult to assess the effectiveness of the intervention when teaching transition age youth with disabilities.

Video feedback has been used to teach social initiations (Deitchman, Reeve, Reeve, & Progar, 2010), communication (Thiemann & Goldstein, 2001), and social interactions (State & Kern, 2011). Deitchman et al. (2010) and Thiemann and Goldstein (2001) used the pairing of the participants with typical peer buddies to teach social skills using video feedback. Deitchman et al. taught three boys diagnosed with autism to engage in appropriate social interactions; these participants were all in the process of being included into general education classes. The children watched video of their interactions with a typical peer buddy and identified when they engaged in either “good talking” or “not good talking.” Thiemann and Goldstein taught five participants diagnosed with autism how to engage in social communication, which involved the types of responses the children engaged in, initiations, and topic changes. Participants played with typical peers in groups of three for the sessions: two typical peers to one child diagnosed with autism. After the taped playtime, participants watched the videos of themselves engaging in play behaviors. The sessions consisted of the target child recording whether he or she engaged in the target behavior and then discussion with the investigators and peers. Providing feedback to the participants who interacted with peers in the video models was a successful intervention for teaching social behaviors. Deitchman et al. observed that participants acquired the appropriate social skills across both settings and in the probes with peer buddies. The participants also maintained the social skills after the removal of the video feedback sessions. Thiemann and Goldstein found that video feedback was effective in teaching social skills to the participants, but the behaviors were not maintained when new behaviors were introduced. The design of study was a multiple baseline across behaviors; this resulted in some of the participants generalizing across behaviors before going into intervention.

Video feedback has also been effective in teaching older participants appropriate social behaviors. State and Kern (2011) compared video feedback with in vivo self monitoring in an ABCBC design to teach a 14-year-old male diagnosed with Asperger's syndrome appropriate social interactions in a game setting. During video feedback, the participant was asked to identify appropriate and inappropriate behaviors, which he was able to accurately identify. The facilitator of the intervention also scored inappropriate and appropriate interactions and then reviewed his/her scoring with the participant. In vivo self-monitoring teaching happened during the interactions. The participant had a vibrating watch that went off every minute, where the participant was then supposed to mark on a sheet whether or not he was engaging in appropriate behaviors. Inappropriate interactions did not decrease in the video feedback condition however, interactions did decrease in the self-monitoring condition. Due to the design of the study, it cannot be determined that the decrease in behaviors in the self-monitoring condition was caused solely by the in vivo self-monitoring. Video feedback showed a decrease in behaviors, before the introduction of the next condition, so the possible sequencing effects between the interventions is a limitation in this study. Originally it was planned to conduct both of the interventions in the home, but the inappropriate behaviors decreased before implementation, suggesting that the behaviors had generalized across settings.

Because video feedback has been shown to be successful in teaching a variety of behaviors to children and adults with autism it is hypothesized that video feedback may be effective in increasing eye contact duration in transition age adults with autism. Eye contact has been cited as important during an interview to potential employers and has been correlated with obtaining employment. Therefore, the purpose of this study was to evaluate video feedback to

increase the percent of time an individual with ASD engaged in eye contact during a mock interview.

Chapter Two:

Method

Participants and Setting

Three adults diagnosed with ASD, Tanya, Blain, and Jasmine, were participants in this study. Participant's ages ranged from 20-23. Participants were students in a university based transition program. To be enrolled in this transition program, these students have to have a formal diagnosis of ASD. All participants were verbal.

This transition program is offered to young adults who have completed high school; these students may be receiving services through vocational rehabilitation. The program is 30-weeks in length, which consists of classes, mentoring, and an internship. In the first semester, classes meet four times a week and cover subjects related to self-exploration, obtaining and maintaining, employment and practicing skills through assignments with a peer mentor. During the second semester, students participate in an internship experience based on their interests while also attending classes two times a week. The students are also assigned a mentor who is a university student; mentoring consists of activities on campus that are assigned by the student's instructor. Students in this program go through an application process that includes an interview with program staff. To be enrolled, a student has expressed a desire to work or attend college in the future.

Participants were recruited through their class in the transition program. The investigator informed the students of the study during one of their classes. Students were told that becoming a participant was completely voluntary and that it was not for class credit. Interested students

were contacted by the investigator who then met with them to explain the potential risks and benefits of participating and answer questions the participant had. If the student decided to participate, consent was obtained.

Participants were compensated for their time. Participants received \$2 for every interview that they completed. A gift certificate with the amount of money earned was given to the participant upon his or her completion of the study.

All assessments and training took place in a vacant classroom or office at the University of South Florida.

Materials

An interest assessment (see appendix A) developed by the investigator was used in assessing participant job interest. The job listing information sheet given to participants was developed by the investigator with information found on that employer's website. The questions asked during the interview (Appendix B) came from job interview questions the Brigance Transition Skills Inventory had listed: ten questions were included. A Sony camera was used to record interviews and a MacBook Pro was used to view the taped interviews in the intervention phase. The investigator developed a behavior checklist (see Appendix C) that was then used by participants to evaluate their behaviors during video feedback.

Target Behavior and Data Collections

Eye contact during the mock job interview was measured. Eye contact was defined as the participant orienting his or her face towards the interviewer while his or her eyes were looking at the interviewer's face. Eye contact duration, in seconds, was recorded using an iPhone application: ABC Data Pro. Data were recorded while watching the video of the mock interviews. Every instance of eye contact was recorded using the application. The instance of

eye contact ended 3 s after the participant looked away from the interviewer. The total number of seconds the participant engaged in eye contact was calculated and then divided the total eye contact duration time by the total interview time. This number was then multiplied by 100 to get the percentage of time the participant engaged in eye contact during the mock video.

Interobserver Agreement (IOA)

Two independent observers scored 33% of all sessions. Agreement on eye contact duration was calculated by taking the total number of seconds recorded by one observer, divided by the total number of seconds recorded by the second observer and multiplying by 100. Total IOA percent was 92% for Tanya, 90% for Blain and 91% for Jasmine. IOA ranged from 86%-98% for Tanya, 77%-98% for Blaine and 80%-96% for Jasmine. Baseline IOA averaged 86% for Tanya, 77% for Blain and 94% for Jasmine. Video feedback IOA averaged 95% for Tanya, 96% for Blain and 90% for Jasmine.

Experimental Design

A multiple baseline across participants design was used to evaluate the effects of video modeling on eye contact duration.

Interviewers

Interviewers were recruited from an undergraduate class as well as a local agency that works with consumers who have been diagnosed with autism and their families. Recruiters were between the ages of 20 to 35. Interviewers included both males and females and were trained by the primary investigator using direct instruction and role-plays. The interviewers were given a checklist of how they were expected to interview the participants: asking the questions in the correct order, waiting 10 s for a response, allowing 2 min for an answer before redirection, and waiting 10 s after the participant's utterance has ended was checked off as occurring or not

occurring for each question asked in the interview. The interviewers then practiced interviewing with the investigator who was acting as the interviewee. Interviewers were not able to conduct interviews with the participants until they reached 100% fidelity in the practice interviews.

Interviewer Fidelity. Interviewer fidelity was collected throughout the study for both baseline and intervention interviews. Fidelity was collected by the investigator for at least 33% of mock interviews. Fidelity was collected by watching the video of the mock interviews and using a checklist developed by the investigator. The checklist used (Appendix E) was the same for both baseline and intervention interviews. Each interviewer behavior: asking the question in the correct order, waiting 10 s for a response, allowing 2 min for an answer before redirection, and waiting 10 s after the participant's utterance has ended was checked off as occurring or not occurring for each question asked in the interview. The percentage of correct interviewer behaviors was calculated by taking the amount of items completed correctly divided by the total number of items on the checklist and multiplying by 100. Fidelity for interviews was 98% for Tanya, 100% for Blain, and 98% for Jasmine's interviews.

Job Interest Assessment

Before the first mock interview, participants were given a paper questionnaire to determine what interests the participants had in regards to work (see Appendix A). Upon completion of the job interest assessment, the investigator determined a minimum of five specific jobs that each of the participants would interview for in baseline and intervention. All participants indicated they enjoyed working in a quiet indoor place. Tanya's main interests were working with children and cooking, so she interviewed for jobs in day cares and restaurants. Blain indicated that he liked working with computers and music, so he interviewed for jobs at Best Buy, Staples and record stores. Jasmine indicated that she liked working with computers

and with computer software, so she interviewed for various data input jobs as well as Best Buy and Staples.

Procedure

Interviews during baseline and intervention phases were conducted as if the participant was applying to a specific job. The type of employment that was used in the interviews was determined via the job interest survey completed by participants. The participant was given a job listing information sheet 15 mins prior to the interview, the job listing information sheet gave him or her information about the job he or she was interviewing for, who was interviewing him or her, and information about the company that they were interviewing for. A member of the research team interviewed the participants and the interviewer was varied for each participant. Tanya had a total of five interviewers, three of which whom interviewed her in both baseline and intervention, Blain had a total of three interviewers, two of which whom interviewed him in both baseline and intervention and Jasmine had a total of three interviewers, two of which whom interviewed her in both baseline and intervention. All baseline and intervention interviews were recorded and viewed later for scoring and video feedback sessions. For all interviews, the participant sat across from and faced the interviewer, who was approximately .6 to 1.0 m away. Participants were asked the same 10 questions every interview (see Appendix B). For each question, the interviewer gave the participant 10s to respond. If a response did not begin within 10s, the interviewer said “thank you, lets move on to the next question” before asking the next question. Once the participant finished his or her response, the interviewer waited 10s and then said, “thank you, lets move on to the next question” before asking the participant the next question.

Baseline interviews. The participant was given an employment information sheet prior to his or her interview. The participant was told to take as much time as he or she needed to read through the listing. The information that was provided to the participant was: who was interviewing him or her (person, job title), the specific position he or she was interviewing for and what qualifications were needed for that job, the company he or she was interviewing for and information about the company that was typically listed on a job listing online. Feedback was not provided to the participants during or after the interviews.

Video feedback intervention. During the first video feedback session, the participants viewed the last baseline interview that they conducted with the investigator. Before viewing the interview, the investigator oriented the participant to what he or she should be watching on the video as well as the checklist that he or she would be filling out while watching the interview (see Appendix C). The investigator paused the video after each question-response trial. The checklist had two columns to check off per question-answer trial: eye contact during the question and eye contact during the answer. The participant then checked off whether or not he or she engaged in eye contact during the question and during the answer for each question-response trial. If the participant did engage in eye contact, the investigator praised him or her for making eye contact. If the participant did not engage in eye contact, the investigator told the participant he or she did not engage eye contact and to “try to make eye contact next time”. If the participant engaged in a small amount of eye contact during the trial, a small check mark was placed in the box. A full check mark was placed if the participant made eye contact for more than 50% of the trial, a small check mark was given if a participant identified that they made some eye contact, but not enough for a full check (less than 50%). The participant was then told “the goal is to get all big checks during your next interview”. Directly following the video feedback session, the

participants were interviewed again using the same procedure outlined above in baseline interviews. This interview was taped and used for the next video feedback session.

Social Validity

Social validity was collected from the participants upon completion of the study. Participants were asked to fill out a questionnaire using a 1-5 point Likert scale about their opinions of the intervention (see Appendix F). Participants were asked the following three questions: Video feedback was helpful in increasing the amount of eye contact I made in the interviews, I like the video feed back intervention, and I would use video feedback to help me in the future.

Chapter Three:

Results

Figure 1 shows the results from this study. Results showed that video feedback was effective for increasing the percentage of time each participant engaged in eye contact during the mock interviews. All participants showed an increase in the amount of eye contact they engaged in immediately after intervention was introduced.

Tanya's percentage of eye contact increased from a mean of 49% in baseline to a mean of 82.3% in the video feedback intervention. Blain's percentage of eye contact increased from a mean of 28% in baseline to a mean of 72% in the video feedback intervention. Jasmine's percentage of eye contact increased from a mean of 20% in baseline to a mean of 65% in the video feedback intervention.

Social validity results indicated that participants liked the video feedback intervention averaging a score of 4.67 (range of 4-5) for the question "I liked the video feedback intervention". Participants also felt that the intervention did increase the amount of eye contact they made with all scoring a 5 on the question "Video feedback was helpful in increasing the amount of eye contact I made in the interviews". When asked "would you use video feedback to help me in the future?" the participants all gave a score of 5.

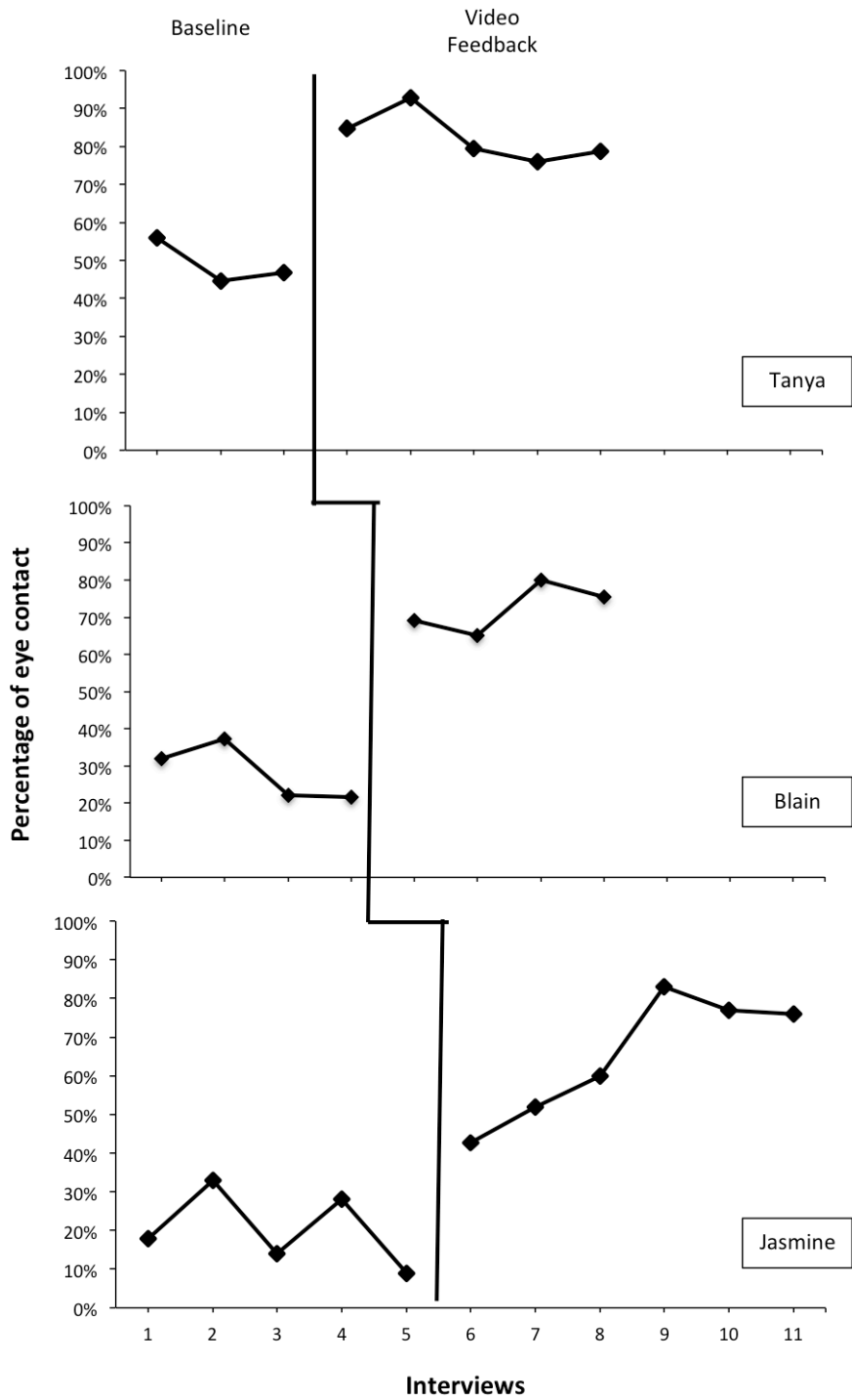


Figure 1: Percentage of eye contact each participant engaged in during mock interviews

Chapter Four:

Discussion

The purpose of this study was to examine the effects of video feedback on the percentage of time an adult with ASD engages in eye contact in a mock interview. The results indicated that the video feedback intervention increased the percentage of time all three participants engaged in eye contact during the mock interviews. Participants also rated social validity high, indicating that they found the intervention helpful. These three participants were all students in a transition program, and were already providing sufficient answers to the questions they were being asked. During all of the interviews, the participants answered the questions asked with relevant information but engaged in low levels of eye contact in baseline. Over the course of the study, participants increased the amount of eye contact that they made while still maintaining the relevance of their answers.

The results of the current study differed from Strickland and Coles (2013) which showed that participants increased their appropriate responses to interview questions using an internet based tool that utilized video modeling, virtual reality rehearsing and theory of mind based teaching. Non-verbal behaviors such as posture, facial expressions and eye contact did not improve in this study. It was hypothesized that more feedback was necessary in increasing these non-verbal behaviors. The current study showed that video feedback was effective in increasing the duration of eye contact all three participants engaged in during mock interviews. Perhaps focusing solely on eye contact may have resulted in better outcomes.

Koegel and Frea (1993) used a self-monitoring intervention to increase eye contact in conversations. Like the current study, the participants in Koegel and Frea's research were higher functioning individuals with ASD. Participants had to identify whether or not they engaged in appropriate eye contact during an interval of time much like participants in the current study had to identify whether or not they were engaging in appropriate eye contact while watching a video of his or her interview. Video feedback may be a more effective intervention than self-monitoring in improving eye contact due to the fact that the individual watches his or her own behaviors on video. By watching a video, the participant has a permanent product of his or her behaviors, something that self-monitoring does not have (Kern-Dunlap et al., 1992). Kern-Dunlap et al. (1992) also argue that video feedback functions as an antecedent discriminative stimulus for appropriate behaviors in following sessions. This discriminative stimulus is not present in self-monitoring.

Participants recruited for this study were enrolled in a transition program where the goal was finding employment. These students were assumed to be more motivated than their peers who were not in a similar program. The transition program that the participants were recruited from exposes the students to a job finding curriculum including tips about interviews. It is unclear if this curriculum affected the data, however, it is doubtful given the low levels of eye contact in the baseline phase. Future research could evaluate video feedback on increasing eye contact in an interview setting with participants who are not currently enrolled in a transition program.

Future research should assess if higher percentages of eye contact maintain over time. Though the current study found that eye contact increased in the mock interviews, the investigator was unable see if high levels of eye contact maintained once intervention was

removed and to conduct maintenance probes due to time constraints. It is unknown if the increase in eye contact duration would have maintained in follow-up probes. In addition, although every attempt was made to simulate a real job interview in the current study, no generalization probes were conducted to see if eye contact duration would remain high in an actual job interview. Future research should work to include generalization and maintenance probes to see if increased eye contact duration remains high.

In addition, future research should continue to utilize video feedback to increase eye contact and other interview behaviors in adults with ASD. The current study's participants were higher functioning individuals with ASD, so future research could evaluate if video feedback would be effective for individuals who are not as high functioning and for other types of job interview behaviors (i.e., responses to questions, facial expressions, etc.).

The present study evaluated the effects of using video feedback to increase the percentage of time a transition aged individual diagnosed with ASD engaged in eye contact during a mock interview. This study demonstrated that the participants increased the percentage of time that they engaged in eye contact during the mock interviews. The participants indicated that they liked the video feedback intervention and found it helpful in increasing the amount of eye contact they made with the interviewer. Based on this studies results, it is hypothesized that video feedback could be used to help other adults with ASD to increase the percentage of time they engage in eye contact with other individuals.

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Appendix A
Job Interests

Circle at least five items. You can fill in additional interest on the blank lines in the box below.

Computers Working outside Working fast paced

Fixing machines Reading Working inside

Working in a quiet place Web design Music

Cooking Making movies Working out

Working with many people Using technology Volunteering

Animals Working with others Math

Working with your hands Writing Solving problems

Working with children Working with numbers Drawing

Sports Working with few people Teaching others Working with customers

Helping others Working in an office

Appendix B

Job Interview Questions

- 1.How did you hear of or learn about this job?
- 2.Why do you think you would like to work for our company?
- 3.Why do you think you are qualified for the job?
- 4.What do you see as you main strengths?
- 5.What do you hope to be doing five years from now?
- 6.What work experience do you have?
- 7.What was your greatest accomplishment?
- 8.How do you get along with others?
- 9.Do you plan to continue your education?
- 10.What are your interests or hobbies?

Appendix C

Eye Contact Feedback

While watching yourself answer the question, look at when you make eye contact with the interviewer.

After watching yourself answer the question...

- Place a check mark next to that question when you make eye contact with the interviewer while she is asking you the question.
- Place a check mark next to that question when you make eye contact with the interviewer while you are answering her question

Question	Eye contact during question	Eye contact during answer
How did you hear of or learn about this job?		
Why do you think you would like to work for our company?		
Why do you think you are qualified for the job?		
What do you see as your main strengths?		
What do you hope to be doing five years from now?		
What work experience do you have?		
What was your greatest accomplishment?		
How do you get along with others?		
Do you plan to continue your education?		
What are your interests or hobbies?		

Appendix D

Interviewer Protocol

Dress Code:

- Men: polo or button down shirt, can wear jeans as long as there are no holes in them.
- Women: blouse or nice top, can wear jeans as long as there are no holes in them, a skirt/dress is also acceptable
- No T-shirts, tank tops, flip-flops, shorts

Materials:

- Clip board that has the 10 interview questions on it
- Stopwatch to be kept on the clipboard out of site of the participant
- Pen/pencil

Interview Procedure

1. Ask questions in the order they are on the sheet
2. After the question is asked, give the participant 10 seconds to answer
 - If the participant does not begin his answer within 10 seconds say, “Thank you, lets move on to the next question”
3. If the participant does answer, he has two minutes to respond before redirection.
 - If the participant goes over two minutes say, “Thank you, lets move on to the next question”
4. Once the participant has ended his response (silence follows the last thing he said for 10 seconds), say “Thank you, lets move on to the next question”

Appendix E

Interview Fidelity Checklist

For each question, check off whether the interviewer followed his/her protocol:

- Ask questions in the order they are on your sheet
- After the question is asked, give the participant 10s to answer
 - If the participant does not begin his answer within 10s say, “Thank you, lets move on to the next question”
- If the participant does answer, he has two minutes to respond before redirection.
 - If the participant goes over two minutes say, “Thank you, lets move on to the next question”
- Once the participant has ended his response (silence follows the last thing he said for 10s), say “Thank you, lets move on to the next question”

Question	Asked the question in right order	Waited 10s for a response until moving on with the correct phrase	Waited 2 mins until redirection and then said the correct phrase	Waited 10s after the answer to move on and said the correct phrase
How did you hear of or learn about this job?				
Why do you think you would like to work for our company?				
Why do you think you are qualified for the job?				
What do you see as your main strengths?				
What do you hope to be doing five years from now?				
What work experience do you have?				

What was your greatest accomplishment?				
How do you get along with others?				
Do you plan to continue your education?				
What are your interests or hobbies?				

Appendix F
Participant Social Validity Questionnaire

Video feedback was helpful in increasing the amount of eye contact I made in the interviews

5	4	3	2	1
Strongly Agree		Neutral		Strongly disagree

I like the video feed back intervention.

5	4	3	2	1
Strongly Agree		Neutral		Strongly disagree

I would you use video feedback to help me in the future

5	4	3	2	1
Strongly Agree		Neutral		Strongly disagree