UNIVERSITI TEKNOLOGI MARA

VALIDATION OF VIDEO MODELLING MODULE TO IMPROVE SELF-HELP SKILLS OF CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD)

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ABSTRACT

Children with Autism Spectrum Disorder (ASD) face difficulty taking care of themselves, especially in self-help skills. Video modelling (VM) was found to be a successful intervention for teaching a wide range of target abilities, and the children with ASD were able to generalise and preserve the skills they had learned. A VM module on self-help skills was developed in the local context by Che Daud and the team in the year 2021. However, this module was not validated by the content experts and parents of children with ASD. Therefore, this study aims to examine content and face validity for a module of video modelling to improve self-help skills among children with ASD in range ages of four to twelve years old. This study was divided into two phases. The first phase was the Focus Group Discussion (FGD) and content validation of the initial VM module. Based on the findings from the first phase, the initial VM module was refined and improved. After that, the content and face validity of the modified VM module were examined in phase two. The expert group consisted of eight professionals from occupational therapists and special education teachers, while the face validation sample included eight parents of children with ASD. The survey used FGD, I-CVI, and I-FVI to validate the VM module and improve self-help skills among children with ASD. FGD session discussed the initial VM module's content, layout, and design. Results showed the module was successful, with minor enhancements needed for validation. The modified VM module version, based on expert panel opinions during FGD, has been developed as an improvement. A panel of experts evaluated the content validation of a VM module, finding that the initial version had the lowest expert agreement score of eight out of nine. However, the modified version showed high universal agreement, with an I-CVI value of 1.0 and a score of nine out of nine in the "objectives" category. The modified VM module also achieved a higher S-CVI/UA score, indicating a higher level of agreement among experts. The initial VM module's presentation had the lowest expert agreement score of eight out of nine, with an S-CVI/UA value of 0.90. Experts recommended an informal presentation to maintain user attention. The modified module received only one criticism for lacking interactive elements and not promoting user engagement. However, the S-CVI/UA value of 0.90 unanimously agreed with the improvement of presentation in the modified VM module. The initial VM module received an eight out of nine scores in the Relevance category. Experts suggest shorter instructions with clear captions, and it was rated 0.30 on the S-CVI/UA scale, indicating the need for adjustments. Meanwhile, the modified version achieved unanimous agreement among experts in the relevance category. The modified module uses simple vocabulary, graphics, and examples for better comprehension and application. The modified content could be incorporated into special education school guidelines for more effective self-help interventions for children with ASD. This study may provide better knowledge and understanding of video modelling modules to improve the self-help skills of children with ASD. Future studies should evaluate the effectiveness of the module in improving the self-help skills of children with ASD.

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CHAPTER 1

INTRODUCTION

1.1   Research Background

For the purpose of gaining a deeper understanding of the topic, this chapter will discuss the background of the study as well as the problem statement. Additionally, it emphasises the rationale of this work in terms of its contribution to research. This chapter also provides an explanation of the project's objectives. It also contains information on the research subjects and hypotheses that were investigated in the study.

1.2   Background of The Study

According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR), autism spectrum disorder (ASD) is a group of disorders characterised by a triad of significant impairments in reciprocal social interaction, communication, restricted and repetitive patterns of behaviour, interests, and activities (American Psychological Association, 2023). The prevalence of classic ASD in the United States (US) and other nations is around 1%, with similar figures in both children and adults. There is a large preponderance of boys over girls, with a 4:1 ratio for classic ASD (Al-Batayneh et al., 2020). In the meantime, according to data from Malaysia's Ministry of Health (MOH), in 2014, 1.6 out of every 1,000 children had autism. According to recent data, 562 children under the age of 18 received an ASD diagnosis in 2020, and that number increased to 589 children in 2021 (Shair et al., 2024).

ASD is a neurodevelopmental illness characterised by stereotypic behaviour, social interaction issues, and mutual verbal communication problems. Parents of children with ASD and other disabilities are concerned about their child's ability to live a safe, productive, and independent life. Learning and executing proper hygiene behaviours may be difficult for people with ASD, and it requires regular hygiene instructions as well as the engagement of parents and caregivers as helpers (Al-Batayneh et al., 2020). Many ASD children rely on their parents or caregivers to complete basic daily life and self-help tasks. Children with ASD have a hard time taking care of themselves on their own (Chiang et al., 2017). This dependency might lead to a decrease in the individual's sense of self-worth.