Video Development of Technologies for Students with Special Needs
Developed through Pt3Grant
Poster/Demonstration
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Poster / Demonstration

Abstract:

Developing a video requires a message, taping of subjects/topic, editing and dissemination of the final product. These are the basic steps to making a video that can be used to teach from any level of student from preschool-higher education. Videos that provide a visual along with the spoken message have been shown to increase effectiveness of learners. Here is a session to explain the steps used to develop videos through a PT3 Grant with the focus on training teachers to integrate technology. The video will be on display in VHS and CD format for ease of presentation. The process will be explained to show how video taping and editing process as it was completed through commonly available equipment. The process will be outlines and explained as part of the process. The sequence of the development will displayed as a poster with the explanation which can be easily replicated for training a variety of subjects and levels of teaching.

Summary:

A primary goal of a PT3 grant was to train educators to integrate technologies into the curriculum. One of the objectives to accomplish this goal was to develop training videos for technologies used by students with special needs. The process of developing these videos will be the focus of this session with a sequence of the events that lead to the completion of 1) Training Assistive Technologies for Academic Access and 2) Training Technologies for Assistive and Augmentative Communication Devices. Video editing software is simplified and more accessible for all levels of technology-users teachers can create videos as teaching tools. The steps explained in this session will provide the roadmap for others to begin developing videos for educational use.

These training videos were designed to focus on software and products used to support learning in a variety of class settings. Therefore, the focus is technology with an upbeat demonstration by students who used these products in their actual learning settings. Each of these videos are useful of pre-service and in-service training for teachers who will have students with special needs in their classrooms. The format will be explained so that replication can be completed by those familiar with basic equipment and simple editing programs.

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1) Show devices with a range from low tech to high tech products,

2) Present teaching techniques for training symbol use,

3) Explain teaching procedures for training direct select augmentative devices, and