Using Captioning, Transcripts, & Closed Captioning

March 10, 2020
3:00pm-3:30pm

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Alignment with State Priorities

Georgia’s Systems of Continuous Improvement

Special Education Division Priorities:

IEP Development and Implementation
Non-Endorsement Statement
Georgia Department of Education

The Georgia Department of Education does not endorse any non-Georgia Department of Education websites or products contained within these pages or through external hyperlinks. These webpages and documents provide only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.
HOT OFF THE PRESS

Software

Consultative Services

Assistive Technology Lending Library
Assistive Technology (AT) Services, Software, Training and Lending Library Program with Tools for Life, Georgia’s Technology Act Center

• To build capacity and have a sustainable impact on Assistive Technology Services for grades K-12 throughout Georgia

• January 1, 2020 - December 31, 2020
  • Customized Training Videos (3-7 minutes each)
  • Assistive Technology (AT) Consultation Services
  • Assistive Technology Webinar Series
  • AT/UDL Software Pilot Program (Reading, Writing, Math, Study Skills)
  • Assistive Technology Lending Library
  • Discovery Surveys - District Assistive Technology and Accessibility
  • EdTrade, Georgia Assistive Technology (AT) School Exchange Database
Consultative Services

The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.

What it IS:

• Consultation services by Tools for Life staff via teleconsulting and/or email
• Discussion based on information provided by district contact
• Coaching support for staff on implementation of evidence-based practices for assistive technology

What it is NOT:

• Direct student intervention
• Assistive technology evaluations
• Onsite consultations or evaluations
• Supplier of assistive technology devices beyond short loan
Software

- TextHelp
  - Read&Write
  - EquatIO
  - WriQ

Software requests are made by the Special Education Director or their designee(s). These software requests should be made for district-wide licenses/seats (not schools or classrooms within a district). Please consider which students on an Individualized Education Program (IEP) could benefit and submit one request for licenses/seats for the entire district.
"Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we’ve been waiting for. We are the change that we seek."

Barack Obama

"SUCCESS SEEMS TO BE CONNECTED WITH ACTION. SUCCESSFUL PEOPLE KEEP MOVING. THEY MAKE MISTAKES, BUT THEY DON’T QUIT."

-- CONRAD HILTON

Don’t let what you can’t do stop you from doing what you can do.

John Wooden

INTERDEPENDENT PEOPLE COMBINE THEIR OWN EFFORTS WITH THE EFFORTS OF OTHERS TO ACHIEVE THEIR GREATEST SUCCESS.

- Stephen Covey -
We Should be Reducing Barriers to Learning

What can we provide for the student, so they are challenged and supported?

Student (ability and needs)

When the barrier is known, we can be flexible in the method to achieve the learning goal.

The Barrier

Student Outcomes

“I learned that …….”
Several studies (e.g., Bowe & Kaufman, 2001; Evmenova, 2008; Linebarger, 2001; Rickelman, Henk, & Layton, 1991) indicate that captioning and subtitles can help strengthen the following reading skills of students with learning disabilities, ELLs, and struggling or beginning readers:

• Reading speed and fluency
• Word knowledge
• Decoding
• Vocabulary acquisition
• Reading recognition
• Reading comprehension
• Oral reading rates

The use of captions and/or subtitles in media can be a tool for teachers looking to differentiate classroom instruction. Consider using captioned or subtitled media whenever and wherever you have access; turning on captions during class can boost the literacy skills of all students, especially those with print disabilities or ELLs.

- Evmenova, A. S. (2008). Lights! Camera! Captions!: The effects of picture and/or word captioning adaptations, alternative narration, and interactive features on video comprehension by students with intellectual disabilities. Fairfax, VA: George Mason University, College of Education and Human Development.

From: Captioning to Support Literacy | Reading Rockets [https://www.readingrockets.org/article/captioning-support-literacy-0](https://www.readingrockets.org/article/captioning-support-literacy-0)
Research

Research has shown that watching videos appears to have a positive impact on comprehension skills, and combining viewing with text or captions appears to boost vocabulary acquisition, addressing skill deficits of struggling readers (Koskinen, Wilson, Gambrell, & Neuman, 1993; Koskinen, Knable, Markham, Jensema, & Kane 1995; Linebarger, 2001).

Researchers have found that the reading of captions or subtitles is fairly intuitive, so the use of captioned media requires little extra training or instruction for students. When watching subtitled media, viewers will typically attempt to decode the text, even if they are struggling or beginning readers (Kothari, Pandey, & Chudgar, 2004).


From: Captioning to Support Literacy | Reading Rockets  https://www.readingrockets.org/article/captioning-support-literacy-0
What is Captioning?

Captioning is the process of converting the audio content of a television broadcast, webcast, film, video, CD-ROM, DVD, live event, or other productions into text and displaying the text on a screen, monitor, or other visual display system.
- They shouldn’t have been here.
- But somebody sent them.
What is Closed Captioning?

Closed captions supplement for dialogue and other relevant parts of the soundtrack – describing background noises, phones ringing and other audio cues that need describing.

[R2-D2 BEEPS CHEERILY]
Hmmph! I wish I had your confidence.
What is a Transcript?

A transcript is the same word-for-word content as captions, but presented in a separate document, whether it is a text file, word processing document, PDF, or web page. The transcript of a video could easily be generated from a script, if the video was scripted before production.

<table>
<thead>
<tr>
<th>Time (s)</th>
<th>Duration (s)</th>
<th>Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:00:52</td>
<td>1.12</td>
<td>well good morning</td>
</tr>
<tr>
<td>00:00:56</td>
<td>8.30</td>
<td>i don’t think we’ve quite a ride a quorum number yet but if the members agree we can get started we won’t take any enables without</td>
</tr>
<tr>
<td>00:01:06</td>
<td>1.18</td>
<td>quorum but uh</td>
</tr>
<tr>
<td>00:01:07</td>
<td>1.60</td>
<td>any objection to getting started</td>
</tr>
<tr>
<td>00:01:15</td>
<td>3.58</td>
<td>well this subcommittee on and land then we’ll we’ll come to order</td>
</tr>
<tr>
<td>00:01:19</td>
<td>1.46</td>
<td>they settle on to everyone</td>
</tr>
<tr>
<td>00:01:22</td>
<td>1.42</td>
<td>delighted to be here with you</td>
</tr>
<tr>
<td>00:01:24</td>
<td>0.72</td>
<td>this morning</td>
</tr>
</tbody>
</table>
According to Johns Hopkins University, there are 48 million deaf and hard-of-hearing people in the United States. Only about 500,000 use American Sign Language as a main mode of communication and typically choose sign language interpreters for their communication access. The rest of those 48 million use various combinations of amplified hearing, speechreading, assistive listening technology, and text (captioning!) to understand what people are saying. This group benefits the most from captioning--a whopping one fifth of all Americans.
Why Captioning

Why:

• Helps overcome poor listening environment/background noise

• Captions improve retention and focus

• Helps provide or clarify missed information

• Removes the demand for relying solely on auditory information

• Captions clarify video for all students

• Captions improve reading comprehension and literacy

• Captioning enables individuals equal access to *fully and actively* participate in discussions by reading the text displayed
Who Could Benefit From Captioning

- Deaf/Hard of Hearing
- Specific Learning Disability
- Autism
- Emotional & Behavioral Disorders
- Intellectual Disabilities
- Orthopedic Impairments
- Other Health Impairments (ADD, ADHD, Dyslexia, etc.)
- Significant Developmental Delay
- Speech Language Impairment
- Traumatic Brain Injury
- English to Speakers of Other Languages (ESOL)
Captioning

How:

• Real-time, remote captioning [human-generated]

• Communication Access Real-time Translation (CART) [human-generated]

• Automated speech recognition (ASR) systems based on artificial intelligence (AI) [machine-generated]
CART Captioning

Real-Time Captioning or Communication Access Realtime Translation (CART) services

• High rate of accuracy
• Professional services can be delivered on location or remotely
• Instant translation of the spoken work into text

• Text produced by the CART service can be displayed on an individual’s computer monitor, projected onto a screen, or combined with a video/webinar presentation
• CART on a larger screen is ideal for group settings
• CART on a laptop ideal for smaller settings, e.g. high school, college classes and other small gatherings

• Transcript
• Scheduling/Fee Based
Automated Speech Recognition (ASR)

The use of automated speech recognition (ASR) systems based upon ‘artificial intelligence’ (AI) has created possibilities for producing captions and subtitles that did not previously exist.

- **Electronic devices** or software programs with speech recognition technology to capture speech and convert it to text

- Learning to improve
- Decreased Accuracy / Consumer Satisfaction
- Distraction if inaccurate
- Inappropriate captions
- Factors such as background noise, low volume, pronunciation, and speaker accents place limits on accuracy
- No transcript
- Convenient / Often Free
The Individuals with Disabilities Education Act (IDEA) ensures that students at public K-12 schools have equal access to education, which may include captioning.

- Educational film/movie/video
- Webinar
- Live lecture /class
- Television broadcast

Assistive Technology & Accommodations are:

- Individualized Education Program (IEP) Team Decision
- Based the individual needs of the student
- Data driven
Captioning Resources

- Center for Inclusive Design and Innovation (formerly AMAC) – Captioning & Described Media
- Captioning Services for the Deaf (Google)

Show Due Diligence in Your Research and Information Gathering Before Selecting a Vendor:

- Certifications
- Experience
- Accuracy rate
- Equipment (who provides what)
- Transcript process
- Handling difficult content
- Turnaround time
- Cost (what does the rate include)
- Support
- Accommodating Foreign Language Content/Classes
More Than Comprehension

Survey conducted by the Collaborative for Communication Access via Captioning (CCAC)
Sampling of comments about experiences where CART or real-time captioning is provided:

- “I BELONG! I am no longer an outcast because I can’t hear what is going on.”

- “I feel myself relax when I see that there is CART at an event. I know that I have a resource that will enable me to understand what’s going on and I won’t miss anything. It’s a real blessing!”

- “I feel like I matter and I can make a contribution. I also get the information in an unfiltered manner, not filtered by the interpreter. I feel empowered.”

<table>
<thead>
<tr>
<th>List of possible feelings/thoughts &amp; their rankings</th>
<th>% selecting it</th>
</tr>
</thead>
<tbody>
<tr>
<td>#8 Happy</td>
<td>54.6%</td>
</tr>
<tr>
<td>#3 Included</td>
<td>76.3%</td>
</tr>
<tr>
<td>#13 Alive</td>
<td>26.8%</td>
</tr>
<tr>
<td>#2 Able to think without straining to hear or lip-read</td>
<td>79.4%</td>
</tr>
<tr>
<td>#1 Able to participate</td>
<td>81.4%</td>
</tr>
<tr>
<td>#4 Able to enjoy the event</td>
<td>76.3%</td>
</tr>
<tr>
<td>#10 Satisfied</td>
<td>53.6%</td>
</tr>
<tr>
<td>#11 Included (again)</td>
<td>47.4%</td>
</tr>
<tr>
<td>#7 Valued as a person</td>
<td>58.8%</td>
</tr>
<tr>
<td>#9 Respected</td>
<td>53.6%</td>
</tr>
<tr>
<td>#6 Less stressed by hearing loss or deafness</td>
<td>72.2%</td>
</tr>
</tbody>
</table>
“What are some of the reasons that captioning is not used in the classroom?

Please make a comment in GoToWebinar “Questions Section” of the user panel.
Supports Differentiation

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

What does the student need, to have access to the content, and to be able to show what they have learned?
Top 10 Assistive Technology Supports for Every Classroom

• Using the technology/AT that is currently in the classroom
• Text to Speech (TTS)
• Audiobooks and/or Digital Books
• Speech to Text (Dictation)
• Built in Accessibility Options
  • PC - Ease of Access
  • Mac Book - Accessibility Options
  • Mobile Devices – Accessibility Options
• Graphic Organizers
• Using Extensions and/or Add-ons with internet browsers
• Mobile Devices
• Visual Supports (classroom and/or behavior management)
• Captioning
Questions
Contact Information

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Services and Supports

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