

Video Feedback: Make It Informative and Strategic (And FUN!)

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The screenshot shows the homepage of the SpedApps2 wiki. The header is green with the title "SpedApps2" and a small red apple icon. The left sidebar contains navigation links: Wiki Home, Recent Changes, Pages and Files, Members, and Manage Wiki. Below these is a search box and a list of categories: HOME, ABOUT US, APPLICATIONS, and COMMUNICATION AND LANGUAGE APPS. The main content area has a "home" breadcrumb, an "Edit" button, and page statistics (22 pages, 17 users). The main heading is "SpedApps2: Applications of Applications for Special Populations". The text below explains the wiki's purpose and invites contributions. At the bottom, there is a logo for Southwest Human Development and a thank-you note to Easter Beals.

SpedApps2

Wiki Home
Recent Changes
Pages and Files
Members
Manage Wiki

Search Wiki

HOME

ABOUT US

APPLICATIONS

COMMUNICATION AND LANGUAGE APPS

- Vocabulary
- Categorization
- Sequencing
- Asking Questions
- Conversation
- Social Language / Pragmatics
- Sounds / Articulation
- Grammar - Syntax
- Following Directions
- Facilitating Speech and Language
- Prepositions
- Self-Monitoring
- Turn-Taking
- Text-to-Speech

home

Edit 22 17

SpedApps2: Applications of Applications for Special Populations

The founding members of this wiki consist of "old" therapists, with over 200 years of experience working with special populations and technology. We hope that people will use this site to make informed decisions before downloading. Our purpose in creating this wiki is to foster collaboration around how applications can be used in unique ways to support learning in home, school, and therapy settings. If you have used iPad/iPod applications with special populations, please consider joining and contributing to this wiki by adding information to the charts on the various pages (see navigation pane on the left). You can also contribute without joining by adding entries on the discussion tabs for each page.



southwest
human
development
Creating a Positive Future for Young Children

Special thanks to Easter Beals Southwest Human Development
Phoenix, Arizona
<http://www.swhd.org/>

WHY Video Feedback??

- Many students are highly motivated by and learn well from video formats
- Researchers and practitioners have used video modeling successfully (Delano, 2007; Eksi, 2013)
- Some students seem to be overwhelmed with the demands of information directly from a partner
- Students can watch the video feedback over and over, receiving multiple models

Video feedback



**Support Scribbling
With the Alphabet**

The Power of 26 !

Using the alphabet is the one way that students can express ANYTHING they want!

Pinterest: Accessing the Alphabet



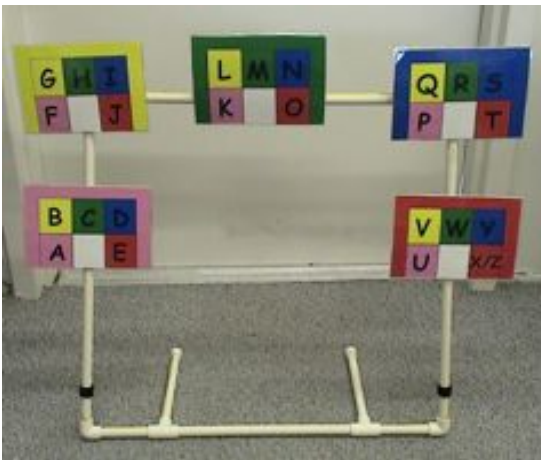
Pinterest Name: Caroline Musselwhite

Write From the START!

Use Some Type of Alternative Pencil!

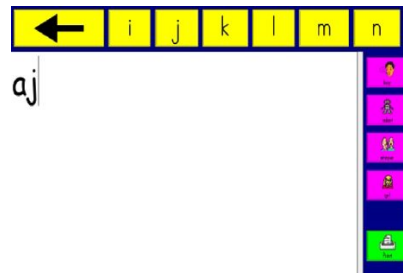
Writing With Alternative Pencils CD, \$35

Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill, UPDATED!!!



| | | | | | | |
|-------|---|---|---|---|---|---|
| Space | a | b | c | d | e | f |
| g | h | i | j | k | l | m |
| n | o | p | q | r | s | t |
| u | v | w | x | y | z | . |

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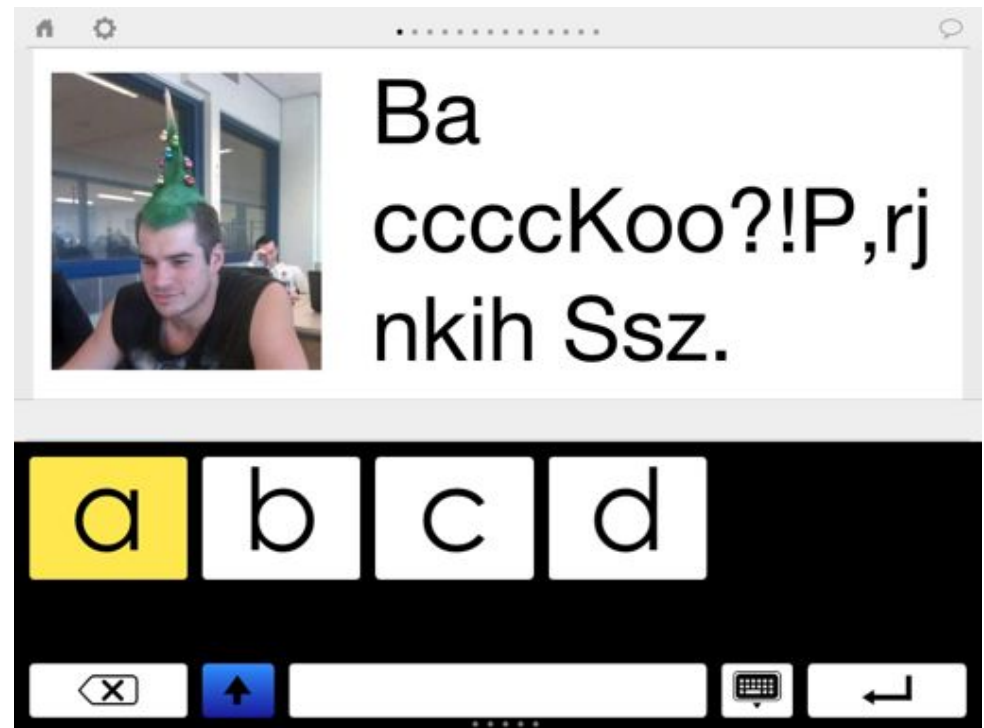




Abilipad

\$19.99

- Multiple pages
- 1 pic per page
- Choose the best keyboard
- Speech feedback
- Word prediction



Scribbling: Before / During / After

- **BEFORE:** Set a **purpose** for scribbling
-
- **DURING:** Give **reinforcement feedback**
- **AFTER:** Give **informative feedback**
 - Scaffolds learning
 - Helps students make connections to meaning

For more info, come to: Interactive
Alphabet USE; Tues, July 22, 9:30, Aud IV

AFTER: Plan A: Supporting Beginning “Scribblers”

- **Attribute Meaning to Student’s Attempts**
 - We do this **naturally** for typically developing children
 - Gives **meaning** to students’ random attempts to build their cognitive understanding of actions.
 - Not always as natural for children with significant disabilities. Focus may be on extinguishing the external behavior.
- **Make links between writing & student experiences**

Adapted from Gretchen Hanser

How To Create Video Feedback? Screencasting Apps!

Explain Everything Educreations

\$2.99

Free



Features:

- Import Picture
- Type
- Draw
- Voice
- Save to camera roll

✓

✓

✓

✓

✓

✓

✓

✓

✓

X



Ghhhh zw

Hickey

e

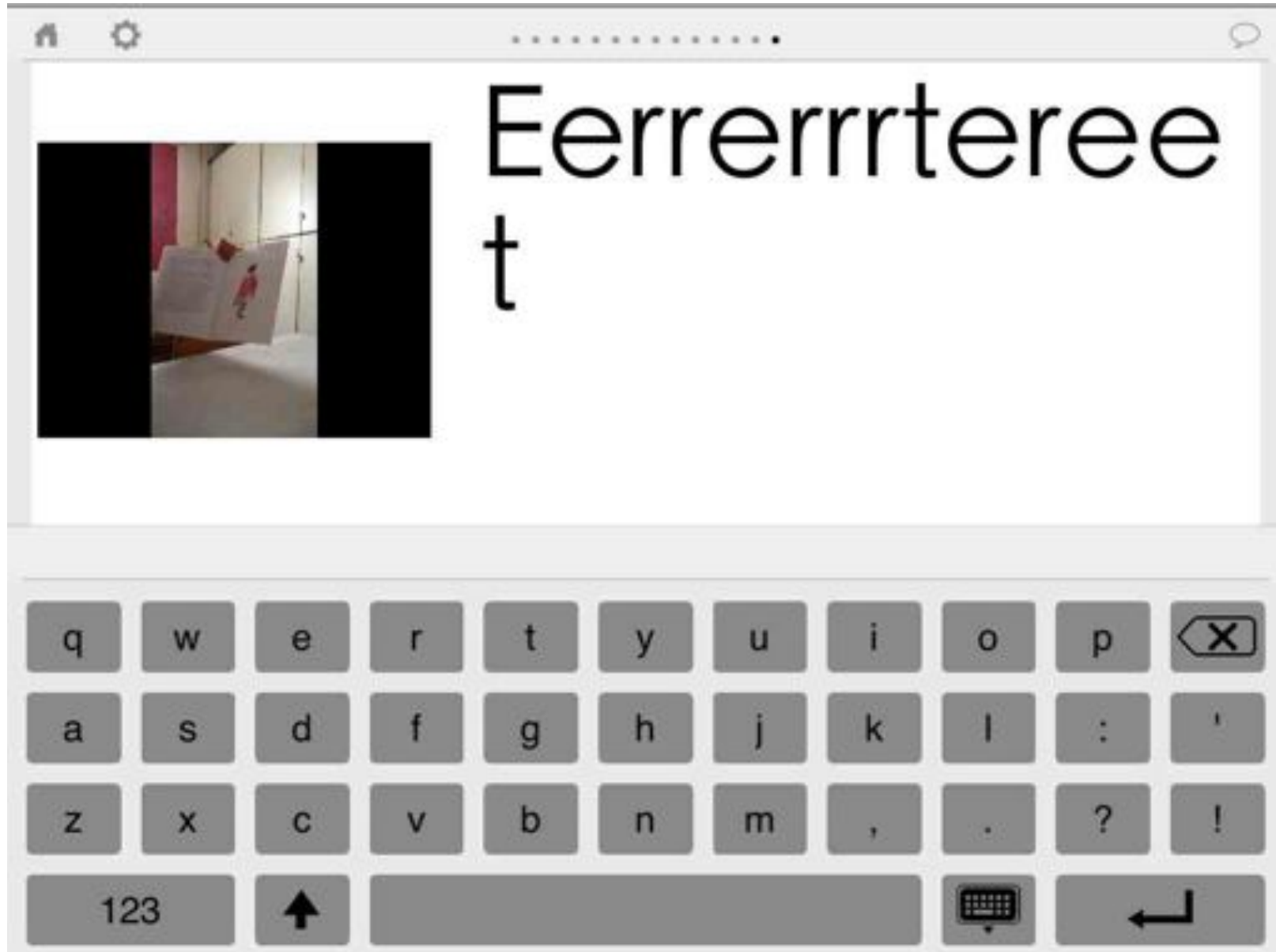
f

g

h



Maggie: Topic = Ruby Bridges



Done



T



rec



Q I F



1 of 1



A Text From Maggie!!



B Ccb(.zzzxv. -



Ba DC



a b c d



SUCCESS!!!!
FB Wall Post:
9/25/13

Maggie spelled her first word today!!!!

“Mailz”!!! You can guess who the picture was of!

Linda and Maisy were sounding out letters and
Maggie selected the letters!!

Almost exactly 1 year to the day since you
introduced us to ‘writing without standards’!!

Context **MATTERS!!**



Kate: Age 5

- Started using alt pencil at age 4
- Angelman Syndrome
- Amazing progress in 8 months in JK





How Did We Do This?

- **Open *Explain Everything***
- **Click +** (upper left) then first white template
- **Take a pic of something**
 - Paper+ symbol/ Click New Picture / Use / Done
- **Now record your feedback**
 - Pick a different color, Pick crayon tool
 - Click red record, speak and underline
 - Press record when done
- **Make It a Movie!**

How to Share the Videos?

- Save to a page in *Go Talk Now*
 - 1st choice!
 - Very flexible; switch accessible
- Save in *Free Video Player*
- Make a separate album in *Photo Album*



Video feedback



**Supporting
Content Learning**

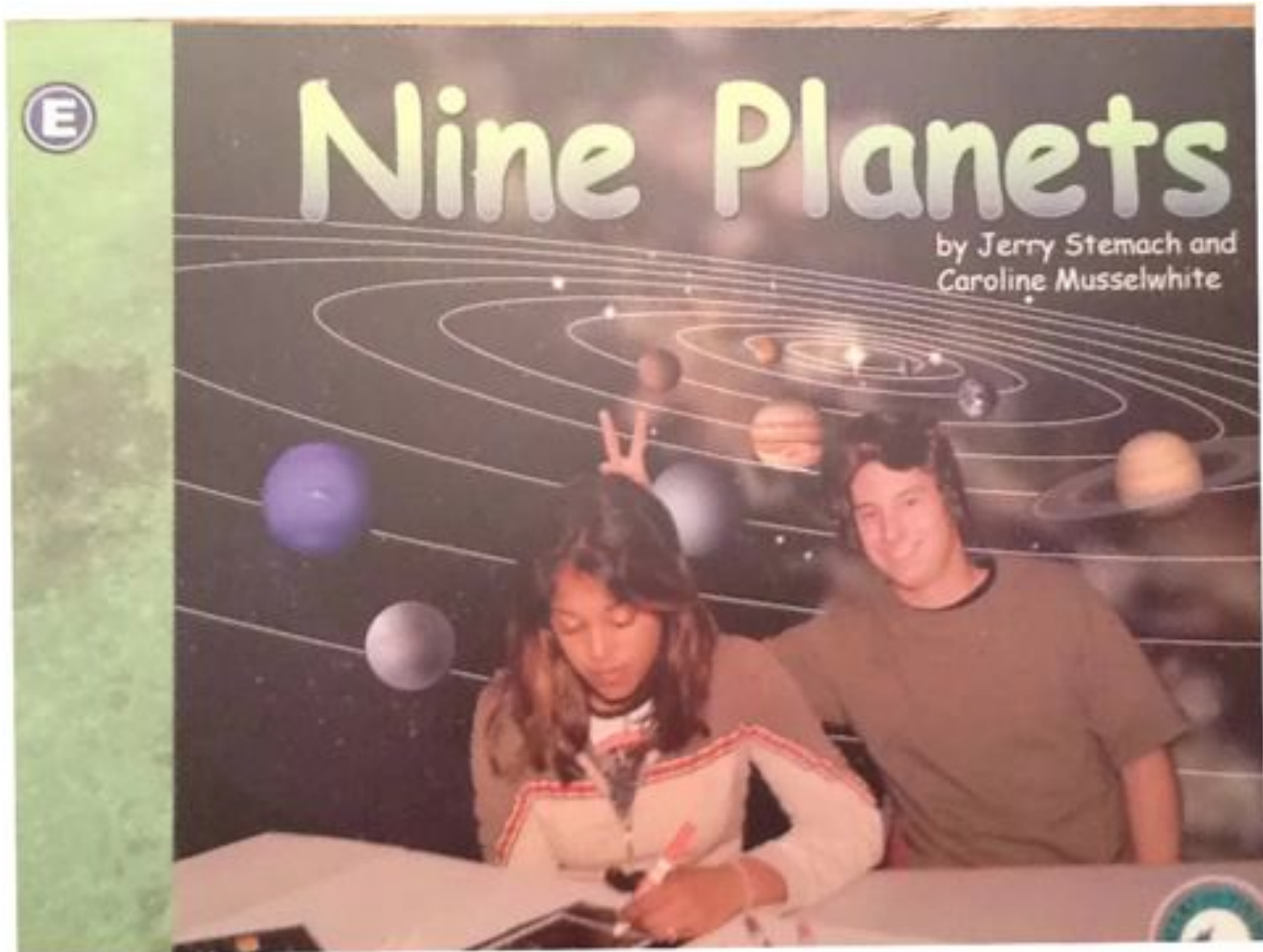
- Students in inclusive classrooms often need support for text materials that are difficult, or need alternative readings

- Video Feedback can be extremely helpful for this purpose

Guided Reading Support

- Concepts About Print
- Helping students listen for a purpose
- Supporting students in graphic clues
- Helping students make predictions
- Focusing on words in bold
- Supporting vocabulary development

Find the Components!





We are now going to travel back...

Video feedback



Celebrating Student Input

Celebrating Student Input

- Co-constructing text adds to engagement
- Students customize existing text
- Use dictating (dictate-writing, through oral language or AAC device)
- Use the alphabet, or at least 1st letter clues!

Columbus – In Depth

Christopher Columbus' Voyages

by combsea



Evan's Goal:

Decide if CC is a hero or a villain – explain why

- Read many texts to him
- Asked him to comment using Tango

- Page re: treatment of native people: BAD; DON'T LIKE
- Page re: traveling across the ocean: BLUE; LIKE

Video = reading text WITH his comments added

Christopher Columbus's Journey to the New World

by JeanaSab



Read to Write: Annotate Books!

Fruit Bats Book from www.tarheelreader.org

Using
AAC
Device
With
Core
Language



sleep want more

Fruit bats like to sleep upside down.

Slide 5 of 8



00:00:16





Explain Everything – Video!!

Using an
Alphabet
FlipBook

creepy

Fruit bats are ~~cute~~, furry mammals.

Slide 2 of 8

00:00:12



We'll visit habitats and creatures of the prehistoric world.

Video feedback



Modeling

AAC Device Use

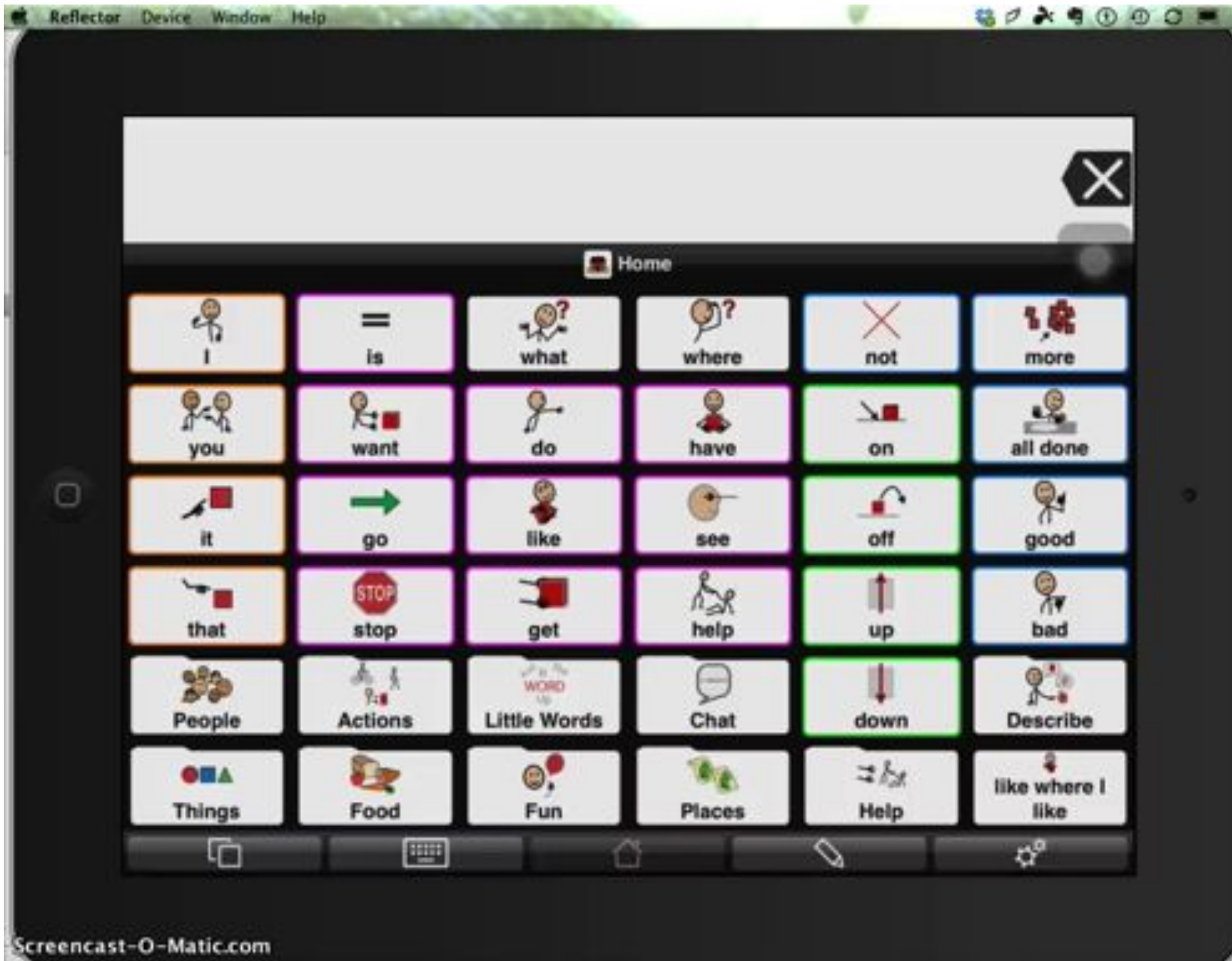
Why Model? Aided Language Stimulation!

- For decades, communication partners have been urged to model AAC use interactively (Musselwhite & St. Louis, 1982; Beukelman & Garrett, 1988; Goossens', Crain, & Elder, 1992)
- Research shows that modeling AAC use is helpful (Romski & Sevcik, 1996)
- Light (1997) cites several studies indicating that partners use AAC modeling in less than 10% of their messages, even when specifically instructed to do so
- Model vocabulary not yet in student's expressive lexicons and sentence structures that are “. . . just beyond the current productions of the child, although within the child's receptive capabilities” (Light, 97, p. 168)

Starting Out: Limited Symbols



Add Talk-Alouds: And Student Movies!





Reflector
SOFTWARE

SCREENCASTOMATIC

Screencastomatic
SOFTWARE

**How Did
We Do
This?**

- **Put computer & iPad on same WiFi**
- **Open *Reflector*** (or *AirPlay*, etc) on computer
- **Pull up airplay** (1 finger up, bottom of iPad)
- **Choose airplay** (pick your iPad & mirror)
- **Open Screencastomatic on Computer**
- **Open desired app** (ex: *Word Wizard*)
- **Create your movie** (iPad screen + TalkAlouds)
- **Save It as a Movie** (send it to your iPad)

| | | | | | | | | | | | |
|----------|------|--------|------|--------|-------|------|------|----------|--------|-------|-------|
| finished | mine | little | up | yes | good | some | no | down | out | off | bad |
| me | my | wear | am | please | that | and | in | what | a | +s | there |
| I | we | are | is | were | was | on | to | SPELLING | an | the | end |
| you | they | new | play | like | work | have | feel | read | more | fast | stop |
| it | he | want | all | come | time | do | go | get | big | color | help |
| she | look | slow | hear | think | right | said | live | love | follow | ride | put |
| CLEAR | not | talk | sit | eat | find | make | need | drink | watch | turn | sleep |

Doggie Bags!



- handout
- websites

<http://aacgirls.blogspot.com/>
www.aacintervention.com