

National Consortium on Deaf-Blindness 2.0

7 Ways to Use Video to Improve TA

State Deaf-Blind projects are encouraged to use video to enhance their TA delivery of services to families, children, and service providers. The following list suggests some of the ways that video might be employed by projects.

Promote teaming

Video can help each member of the team, including families and service providers, benefit from the expertise, perspectives, and ideas of other team members. Video allows team members to see the child “in real time,” and where the child is most comfortable--in places where the student is learning and playing every day. Video may also allow health care providers to see what a child can do outside of a clinical setting.

Evaluate and assess child progress

Digital video can be used to document observations, capture a student’s unique way of communicating or interacting, and to create a video time line that shows student progress that may otherwise be hard to measure. There are a number of popular assessments for children who are deaf-blind that might be used with video, such as the [Communication Matrix](#) and [Hands on Learning](#).

Increase family engagement as part of the educational team

Videos of children can be watched by families and practitioners together to plan intervention strategies and solve problems. Families report that watching videos with their early intervention team helps them feel like an equal member of the team. Also, families who choose to share video clips with school teams can step into the role of teachers for the educational team. In this way the family’s thoughts and what they value can become a part of the conversation for educational planning.

Document improvement in interaction skills and promote self-reflection

Videos can also be useful tools in helping service providers and families improve their skills with students over time. For many service providers working with a student who is deaf-blind is something new. Having a video of an interaction with a student can help a service provider think through what she is doing that supports the student’s learning and where she can make improvements.

It may also allow the service provider or family member to “hear” what the student is saying in a new way. Families lead busy lives and may overlook what a child is “saying” in a typical routine. Because students who are deaf-blind often rely on informal ways to communicate, using facial expressions, body postures or gestures, watching an interaction on video may encourage a team member to say: “I need to wait a bit longer for her to respond.” Or “I should slow down so she can see what I am showing her.”

Illustrate practices and present tutorials

Video can be used to clearly illustrate strategies that work. Again, for some service providers working with students who are deaf-blind is completely new. A short video can provide quick instruction in how to do things so that both the student and the service provider feel more successful and comfortable in the routine.

Tell a story

Digital storytelling is a personal story that is illustrated by video, photo, and other digital media. Imagine the power of working with teams to tell a story about what helps a student be successful in school! This not only helps teams, it may help peers or siblings share insights into what helps a student participate at a baseball game, on the computer, or at a school dance.

Archive professional development activities

Video can capture and preserve training sessions, workshops, classes, and meetings so they can be viewed by those who could not attend, or watched as refreshers. Everyone knows that with the pace of life and with the size of educational teams, that not everyone can make every workshop. Video helps keep team members plugged into information that they need to support students.

Excerpted from: Larry Edelman, (2012) *Using Digital Video: A Resource Guide for Using Low-Cost Digital Video to Enhance Service Delivery, Coaching, Supervision, Professional Development, Technical Assistance, and Dissemination Activities*. National Consortium on Deaf-Blindness.

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