# CAP THAT! Principal’s professional development presentation resource

## Captions support learning outcomes for all students

### One in three students in every classroom

* Over 30% of students in every mainstream classroom have a diagnosed condition shown to benefit from the use of captions[[1]](#footnote-1)
* 12,000 Deaf or hearing impaired[[2]](#footnote-2)
* 600,000 English as an Additional Language/Dialect (EAL/D)
* 800,000 with specific learning needs, e.g. dyslexia, ADHD[[3]](#footnote-3), autism spectrum[[4]](#footnote-4), visual learners
* Every students can improve spelling with captions
* Captions improve literacy for everyone

### We all know what captions are…

* Multisensory reinforcement of messages through the linking of auditory processing, visual processing, and phonological processing
* Holistic approach based on whole class pedagogy – maintains self-esteem for all
* Increased focus on adaptive technology in teaching today means captions are the obvious first step
* It’s easy to embed captions into the whole school curriculum

### Research shows captions assist by…

* Developing comprehension
* Making audio input more intelligible
* Improves aural word recognition skills
* Assists students in identifying key words
* Students are better able to implicitly retain the phonological information they have just processed
* Students are able to process longer chunks of verbal and written texts

### Specific learning needs benefits

#### Dyslexia, enables students to link:

* Letters and sounds
* Phonetic awareness
* Reading—like shared reading practice

#### For EAL/D students:

* Improve their grasp of idiom and slang
* Conventional vocabulary
* Reading comprehension

### Implementation checklist

* Source captioned content
* Supply with caption-enabled equipment
* Caption student-produced media
* Support captions across the school
* Avoid poor quality captions e.g. YouTube auto captions

### Using captions

* Make sure everyone can see the screen properly
* Open the lesson before starting the video
  + Introduce the video before showing
  + Tell class what the video is going to teach
* Show the video
  + Use the PAUSE button at key places
  + View important scene/s and captions a second time
* Debrief and process video content
  + Review any specific language identified from the captions

### Captioning student videos

* Video captioning promotes essential student learning benefits:
  + enhancement and articulation of students’ understanding
  + practice encoding of information – preparation for further assessments
  + review and self-correction
* Research[[5]](#footnote-5) shows video captioning benefits all students including Deaf, hearing impaired, EAL/D and other challenges as well as those with other learning needs

**It’s simple… just turn on the captions!**

[­**CAP THAT!**](http://www.capthat.com.au/) is an initiative of [**Media Access Australia**](http://www.mediaaccess.org.au/), Australia’s only independent not-for-profit organisation devoted to increasing access to media for people with a disability. It is a national awareness campaign encouraging teachers to simply turn on captions in the classroom for learning and literacy for all students.

**CAP THAT!** is supported by the Australian Government’s [National Literacy and Numeracy Week](http://www.literacyandnumeracy.gov.au/) and endorsed by a number of peak bodies. The 2015 campaign is sponsored by the [Conexu Foundation](http://www.conexu.com.au/), [TES Australia](http://www.tesaustralia.com/) and [Discovery Kids](http://www.dkids.com.au/).

1. http://www.capthat.com.au/benefits-captions/statistics [↑](#footnote-ref-1)
2. http://www.ridbc.org.au/fact-list [↑](#footnote-ref-2)
3. http://www.everydaywithadhd.com.au/FAQRetrieve.aspx?ID=41495 [↑](#footnote-ref-3)
4. http://mindfulresearch.co.uk/2011/08/29/autistic-spectrum-captions-and-audio-description/ [↑](#footnote-ref-4)
5. Harry G. Lang Professor Department of Research National Technical Institute for the Deaf Rochester Institute of Technology [↑](#footnote-ref-5)