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EDU 610

Video Supports for Teaching Students with Developmental Disabilities and Autism: Twenty-Five Years of Research and Development

Teachers have always been able to appreciate the advantages of video capabilities in the classroom. Whether they were reel to reel, VCR, projection, or laser disc players, their capabilities to assist with the learning process is irreplaceable. Teachers were especially satisfied when through laser disc; they were able to return to any portion of the video to repeat content almost instantaneously. This article will present samplings of articles by researchers who helped to find ways to make video an effective tool in the classroom.   The authors' choose researchers who also focused on technology as a whole and how it is being used and evaluated by the field.

The use of video for learning has grown over the years. It has proven its effectiveness for pedagogical perspectives and empirical support.   Videos are often used to model academic, functional, and social behaviors. Its use in education of those with autism and intellectual disabilities is founded on a blend of theories and philosophical approaches. Work done by Bandura 1977, has contributed to why we use video for learning. The authors want to show how video benefits students with disabilities on multiple levels.

Anchored instruction is an educational approach that uses video to set up problem scenarios for students to work to solve. Students found these approaches to learning motivating and they were able to master the skills that were being targeted. Studies were promising when peoples with disabilities were taught how to perform activities that were realistic. They were showed how to shop up and down aisles of a store via video. They later would apply the learned task to real life. This approach to community based learning promotes skills and activities that promote generalization of stimuli. There needs to be more research done on finding ways to implement real life situations and tie them to what can be learned in the classroom for learning disabilities.

There are market driven issues for creating technology development for individuals with severe cognitive disabilities. The concern has been that there would be no financial return for executing these projects.   The ability to share content via social networking could benefit teachers with use 0of video and ideas for instruction. I learned that video has evolved and is here to stay as a teaching tool. People may not be willing to invest in the development of new technology for those with special needs; those using various tools

certainly can share knowledge through a social network that has assisted in the classroom as well through computer based video.

Ayres, K.M, & Langone, J. (2008). Video supports for teaching students with developmental disabilities and autism: twenty-five years of research and development. *Journal of Special Education Technology*, 23(3), 22-30.