**PARC: Captioning/Transcribing Readiness Checklist[[1]](#footnote-1),[[2]](#footnote-2)**

Captioning and transcribing are real time speech to text services that provide critical access to instruction for many students with hearing loss as well as English Language Learners (ELL) and other students with listening, attention, or learning disabilities. Before implementing these services, careful consideration must be made regarding the student’s literacy skills and ability to use written information as well as social skills. An individual’s reading rate is likely to be affected by the level of difficulty of the material[[3]](#footnote-3) and also on the purpose for reading as well as other factors[[4]](#footnote-4). Depending upon the student’s language and reading skills, a choice between a verbatim and a meaning-for-meaning service must be determined.

Captioning is a verbatim, word for word, transcription service while the meaning–for-meaning system adapts and condenses the vocabulary and modifies the language so that it is understandable to the user. CART (Computerized Access in Real-time) is an example of a formal captioning system with highly trained captioners delivering material. Meaning–for-meaning transcription systems utilize special equipment and/or software that assist with inputting the text with an on-site notetaker adapting the vocabulary and language. TypeWell (www.typewell.com) and C-Print (www.ntid.rit.edu/cprint) are examples of these types of systems. The delivery of captioning and transcribing requires specific training. The services can be provided with the captioner or transcriber in the classroom or remotely. Some systems may also have an option of using speech recognition software in place of a transcriber or captioner although at this time the accuracy of speech recognition software is highly variable. All systems utilize a laptop computer or hand-held device for the user; remote systems require internet access and some may also require a phone line. In addition to these formal programs, captioning may also be provided informally in the classroom as long as the captioners/transcribers are trained to appropriately provide the service.

In addition to a formal training in captioning and transcribing, an individual providing these services to a student should have a good understanding of the student’s language, reading, and communication levels. Transcripts are useful tools for reviewing material discussed in class: for parents to review with their children to assist with homework; to reinforce concepts taught in class, and to help students who are not deaf or hard of hearing, but who may have missed class. Schools using these services should develop policy regarding who has access to the transcript.

For additional information on captioning and transcription services, see *Providing Real-time Captioning, C-Print®, Speech to Print Transcription and Assistive Listening Devices - Questions and Answers: A handbook that answers questions related to real-time captioning, C-Print and assistive listening devices.* Produced by MCPO. 2000.

Item #: 109. Available from: http://pdc.pepnet.org/content/PDFforms/PEPNetCatalog3.pdf.

Directions: Rate each of the following skills according to the scale of *always* (>90%), *frequently* (70-90%), *sometimes* (40-69%), *rarely* (10-39%) or *never* (<10%).

Interpretation: Students with most ratings of “always” and “frequently” are most likely to benefit from the use of captioning/ transcribing services with consideration given to the type of service that is most appropriate. Areas with ratings of “sometimes” indicate the skill is emerging, but still may need significant support. Students with many ratings of “rarely” or “never” should not utilize these services and will require other accommodations. This checklist can also be used to identify student goals to prepare students to use captioning/transcribing services in the future.

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| --- | --- |
| **Transcribing/Captioning Readiness Checklist** | |
| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Completed by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | NEVER RARELY SOME FREQ ALWAYS  <10% 10-39% 40-69% 70-90% >90% |
| 1. Does the student demonstrate the ability to:    1. read English at the instructional language level used by the teacher?    2. learn abstract and/or decontextualized material with minimal expansion?    3. learn new vocabulary from typical classroom exposure?    4. comprehend written class content and instructions?    5. understand what to do without continuous prompting from a teacher or other adult?    6. make age-appropriate progress without excessive assistance?    7. complete class material and tests without frequent teacher assistance?    8. store, retrieve, and organize transcription information received through captioning or transcribing? | ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑ |
| 1. Communication strengths/preferences. Does the student:    1. prefer reception of academic information in print?    2. require captioning/transcribing of classroom speech to support residual hearing or other support services?    3. display motivation to read captions/transcripts of class content? (Note: studies show this to be an important factor in successful use of captioning/transcription services.)    4. understand classmates’ questions/inputs from captioning/transcribing services? 2. communicate his/her own questions/comments in class?   *TRANSCRIPTION is recommended if a student is unable to communicate his/her own questions/comments in class as captioning does not allow for the captioner to communicate for the student.*   1. need technology that would allow two-way communication with the transcriber?   *TRANSCRIPTION is recommended in this situation (TypeWell and C-print provide this service*).   1. read at a speed or linguistic level that would require or benefit from condensing strategies?   *TRANSCRIPTION is recommended if the student has reduced language and reading levels.*   1. read at a speed and linguistic level that would enable the student to receive the teacher’s speech verbatim, using full text captioning.   *CAPTIONING is recommended in this situation.* | ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑ |
| 1. Does the student demonstrate how to use captioning/transcribing services by:    1. asking for assistance when needed?    2. understanding when additional support is needed (e.g., an interpreter, or teacher of the deaf)?    3. advocating for communication needs?    4. speaking up about missing information?    5. requesting clarification from the teacher?    6. participating in class discussion?    7. participating in small group discussion?    8. utilizing captions/transcript as notes for study after class?    9. utilizing highlighting/notetaking tools included in newer transcription software during class, if available?    10. using messaging technology to communicate questions/comments to captioner during class (if available in transcription software)? | ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑ |
| 1. Does the student demonstrate adequate social development to:    1. interact with peers about class materials without support?    2. interact with peers about social issues without support?    3. participate appropriately in class?    4. take the responsibility to doublecheck spelling of new vocabulary in notes after class?    5. benefit from remote captioning/transcribing? | ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑ |
| 1. Attentional Factors – Does the student…    1. attend to the captioning/transcribing and the teacher?    2. manage the multiple visual and/or auditory demands of complex visual and auditory environments (reading captions/transcript; looking at teacher; looking at classmates to get the mood of the class; review graphics from board/book, etc)? | ❑ ❑ ❑ ❑ ❑  ❑ ❑ ❑ ❑ ❑ |

Notes:

1. **Adapted from Interpreter Use Inventory (B. Schick, 2004) by C.D. Johnson, D. Pfeiffer, and B.Parrish-Nowicki, 2011.** [↑](#footnote-ref-1)
2. **From Placement And Readiness Checklists (PARC), C.D. Johnson 2011** [↑](#footnote-ref-2)
3. **Carver (1974) as cited in Shroyer & Birch, 1980** [↑](#footnote-ref-3)
4. **Shroyer & Birch, 1980** [↑](#footnote-ref-4)