



Hands-On Captioning Tools:

Exploring Real-Time Access Options for Deaf and Hard of Hearing Students

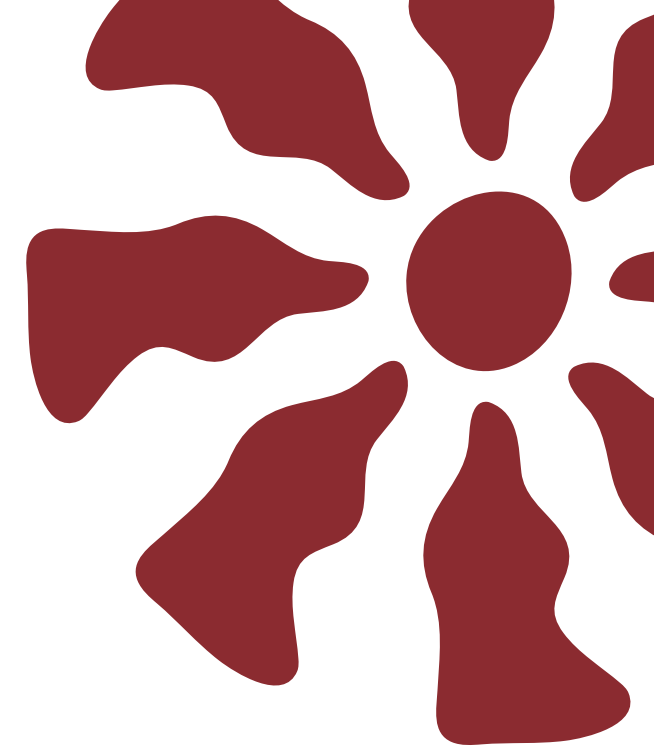
10/13/26

Transforming the ways we learn and teach

Presented By: Mandi Hinton and Christy Barr



Introductions



Mandi Hinton, Au.D.

Educational Audiologist

Ohio Deaf & Blind Education Services - Statewide Services & Outreach



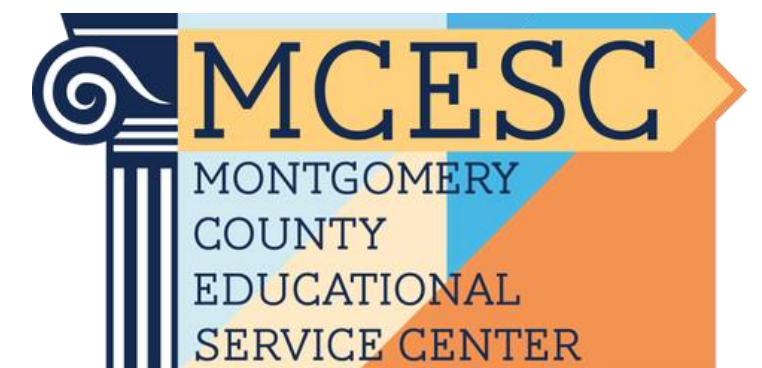
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Christy Barr, M.Ed., BCBA

Deaf Adult

Teacher of the Deaf and Hard of Hearing

Montgomery County Educational Services Center



Learner Outcomes

1 Identify at least three captioning applications or accessibility tools that can support communication access for students who are Deaf or Hard of Hearing.

2 Demonstrate how to activate or use captioning features on commonly used devices and applications.

3 Compare key features, strengths, and limitations of multiple captioning tools for educational environments.



Agenda

- Universal Design & Access for All
 - Community & Public Settings
 - Telephone & Virtual Communication
 - Education & Learning
 - Barriers to Implementation
 - Benefits & Student Outcomes
- 

ACCESS

A student's audiogram doesn't always give us a full picture of their access needs and hearing assistance technologies cannot bridge every gap.

Misunderstandings

Oral Hard of Hearing Adult with bilateral hearing aids:

My 6 year old son was home sick with me today:

Ryan: Mommy I need 'to kiss you.'

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Me: 'Aww come here buddy' reaching towards him.

He walks right past me and grabs 'a TISSUE'

WHY do they need captions? They have cochlear implants.

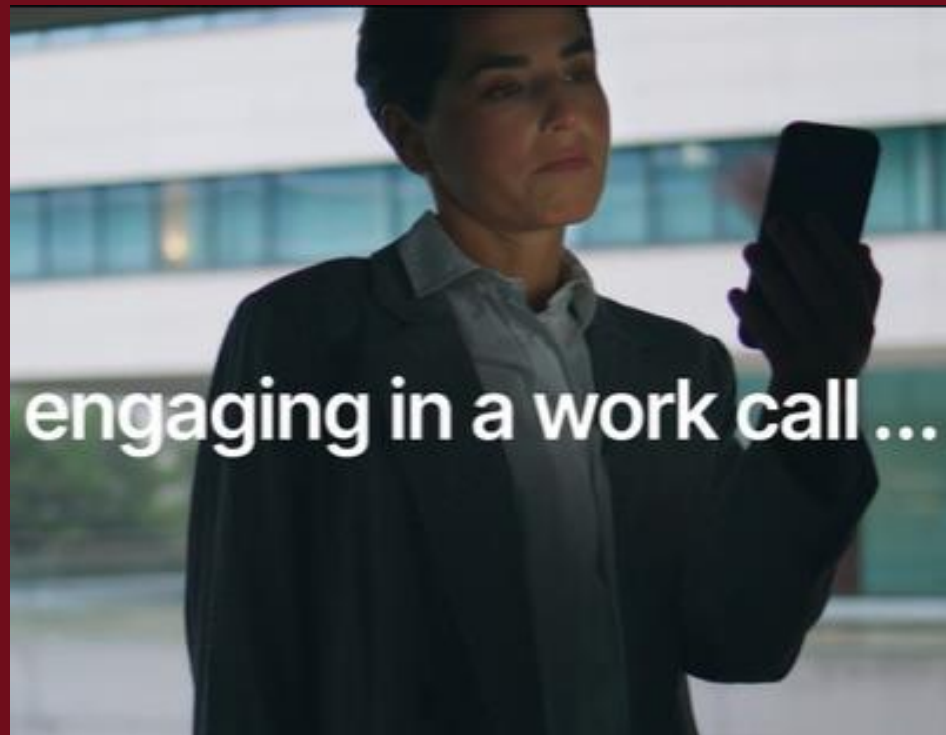
Clarifies Information

Reduces Anxiety

*Supports Reading
Comprehension*

...you probably only need a life
jacket today...

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Benefits:

- Deaf/hard of hearing children,
- English Language Learners (ELL),
- Struggling readers.

Literacy

- **Word Recognition and Decoding**
- **Vocabulary Expansion**
- **Reading Speed and Fluency**
- **Comprehension and Retention**
- **Motivating**

Poll

Do you know how to access speech-to-text on your phones?

Do you recommend speech-to-text technologies for students on your caseload?

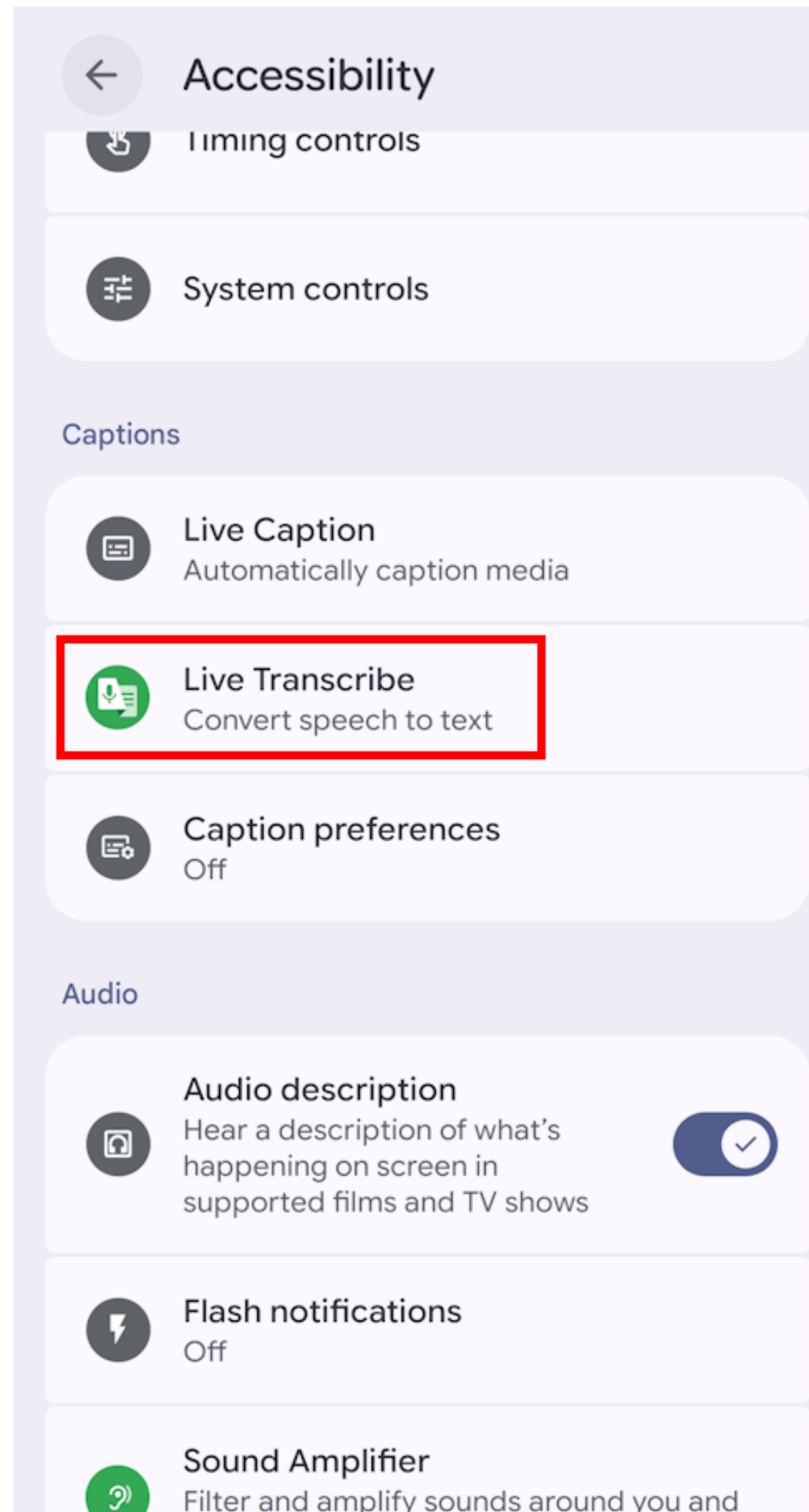
Do you share captioning options for community and outside of school (ie movie theaters, phone calls with peers, etc.)

Do you have any specific questions for determining whether captioning or speech-to-text should be recommended for a student?"



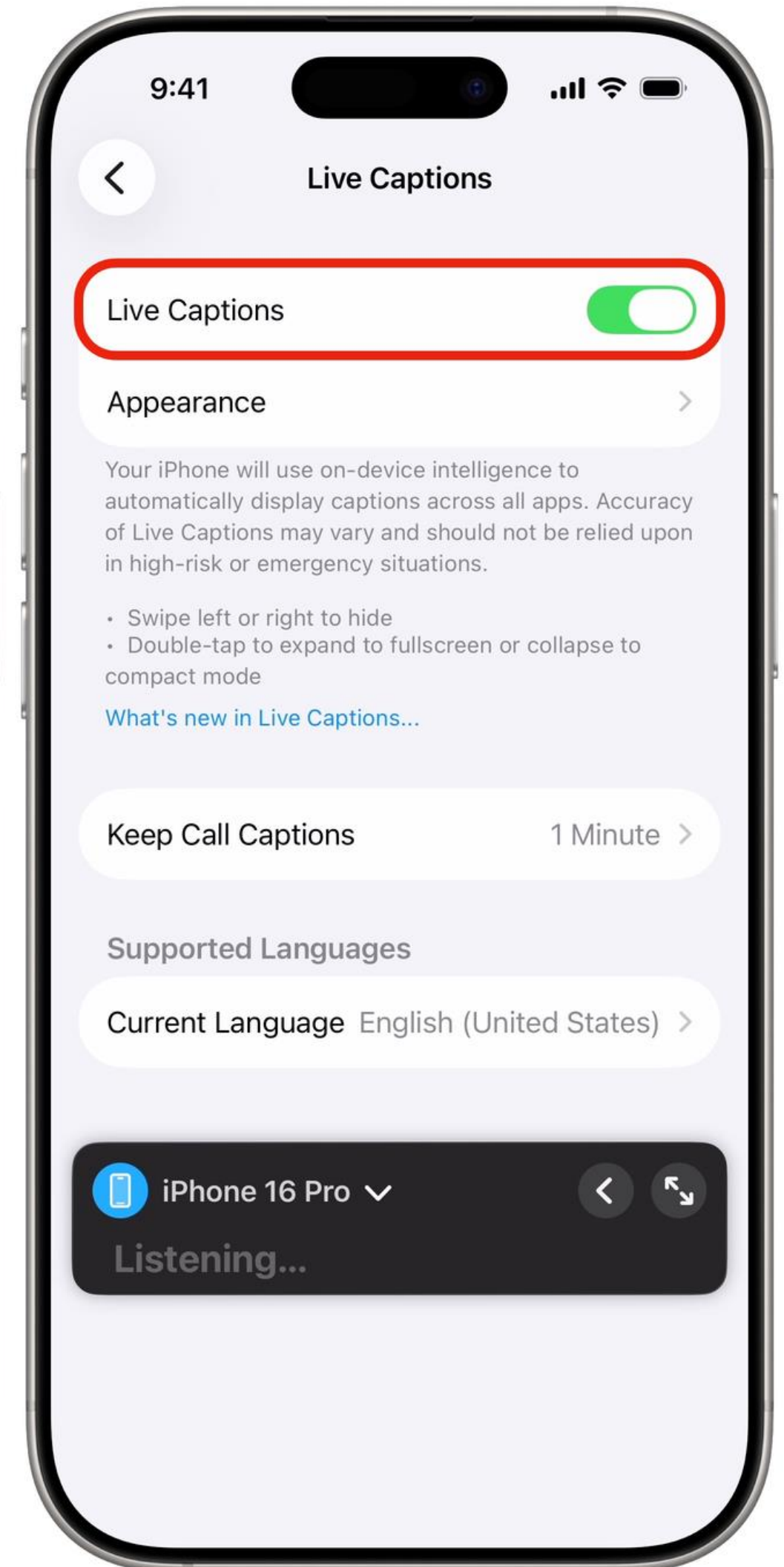


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Tina Childress Resource Page



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<http://bit.ly/SpeechToTextOptions>

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Classroom Implementation

- **Needs assessment** to determine the student's learning, communication and access needs, strengths, and concerns.
- **Trial** to collect data on various technologies and options. Consider individual student's preferences, independence, and ease of use for each option.
- **Colloboration with educational team** to determine language and literacy skills, instructional needs, and environmental considerations.
- **Discussion with district** to determine device compatibility, availability, cost, training (student, educational team, family), and ongoing suport needs.

Classroom Implementation

- **Document** the technolog(ies), purpose, conditions, and supports within the student's IEP or 504 plan
- **Establish regular check-ins** to determine whether the technolog(ies) continue to meet the student's needs and is being implemented as intended.
- **Review and Adjust** using student and educational team feedback
- **Remain up-to-date** on options for students!
- **Preferences** may change over time

Benefits of Live Captioning

- **Save transcripts for CPS reports**
- **Refer back to transcripts for data/notes**
- **Side conversations**

Phone Calls

Android/Apple

Requires account set up

New number

Call forwarding

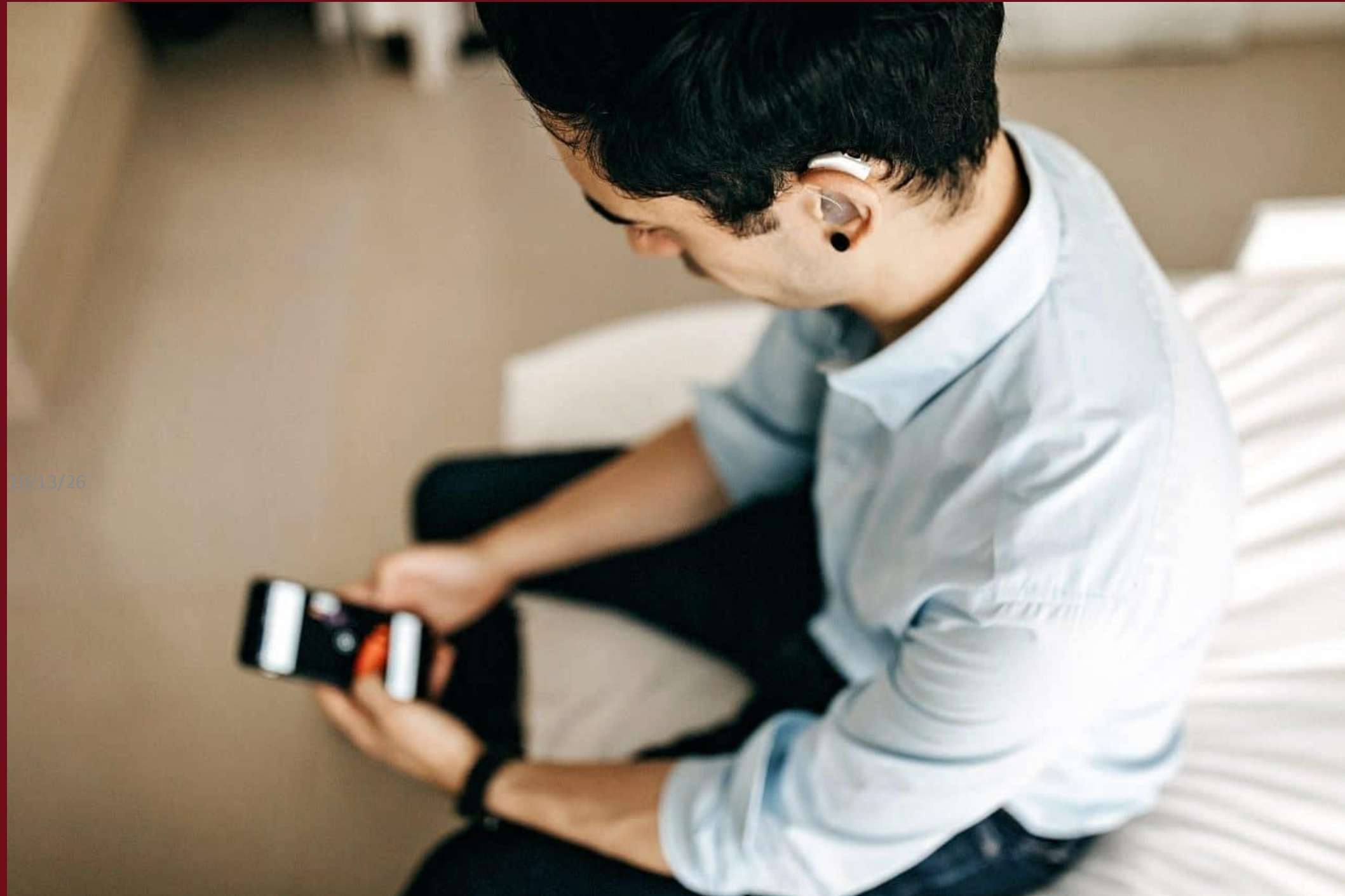
Phone calls- Apple



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captionate

Phone calls- Android



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Sponsored

 **Rylo: Live Call Captions** [Open](#)

 Installed

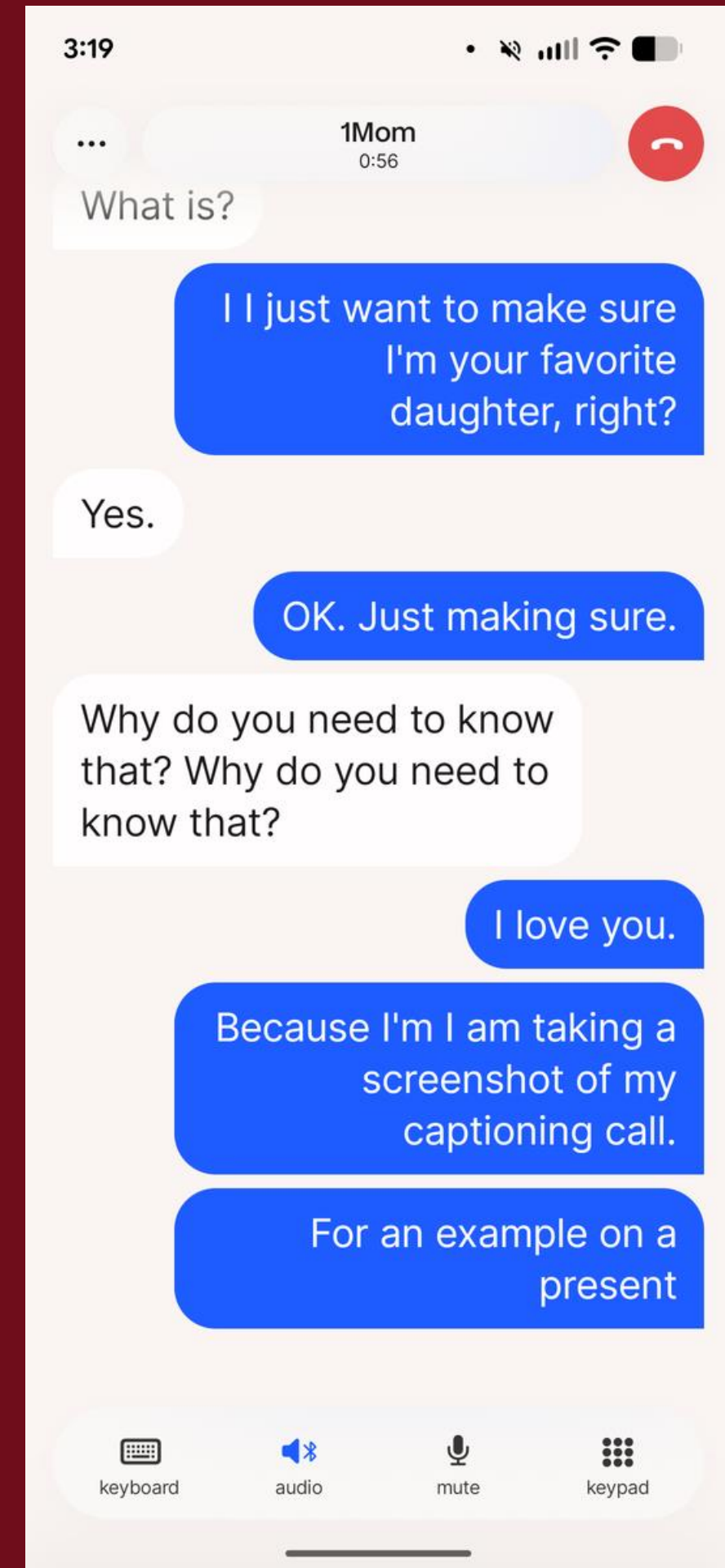
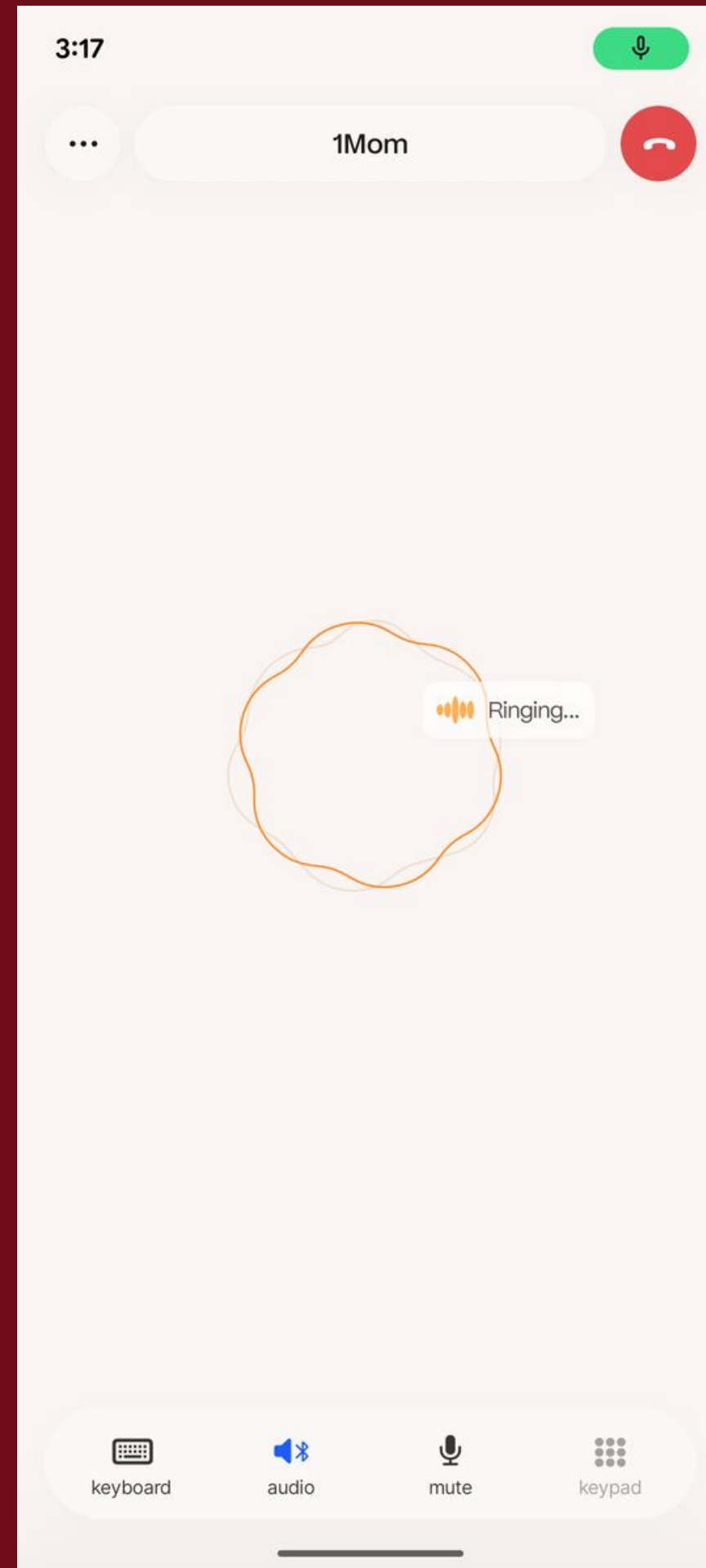
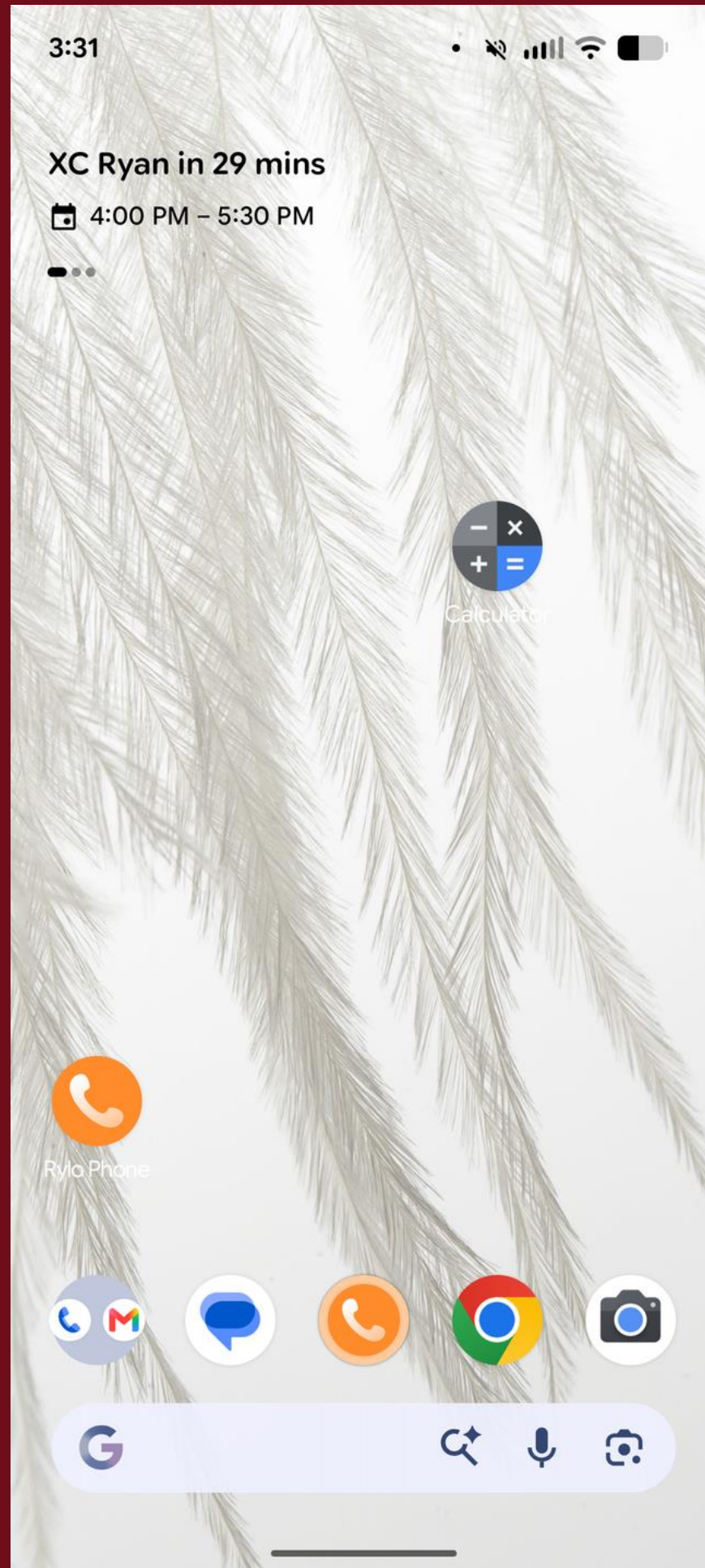
3.9 ★
1K reviews ⓘ

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Everyone ⓘ

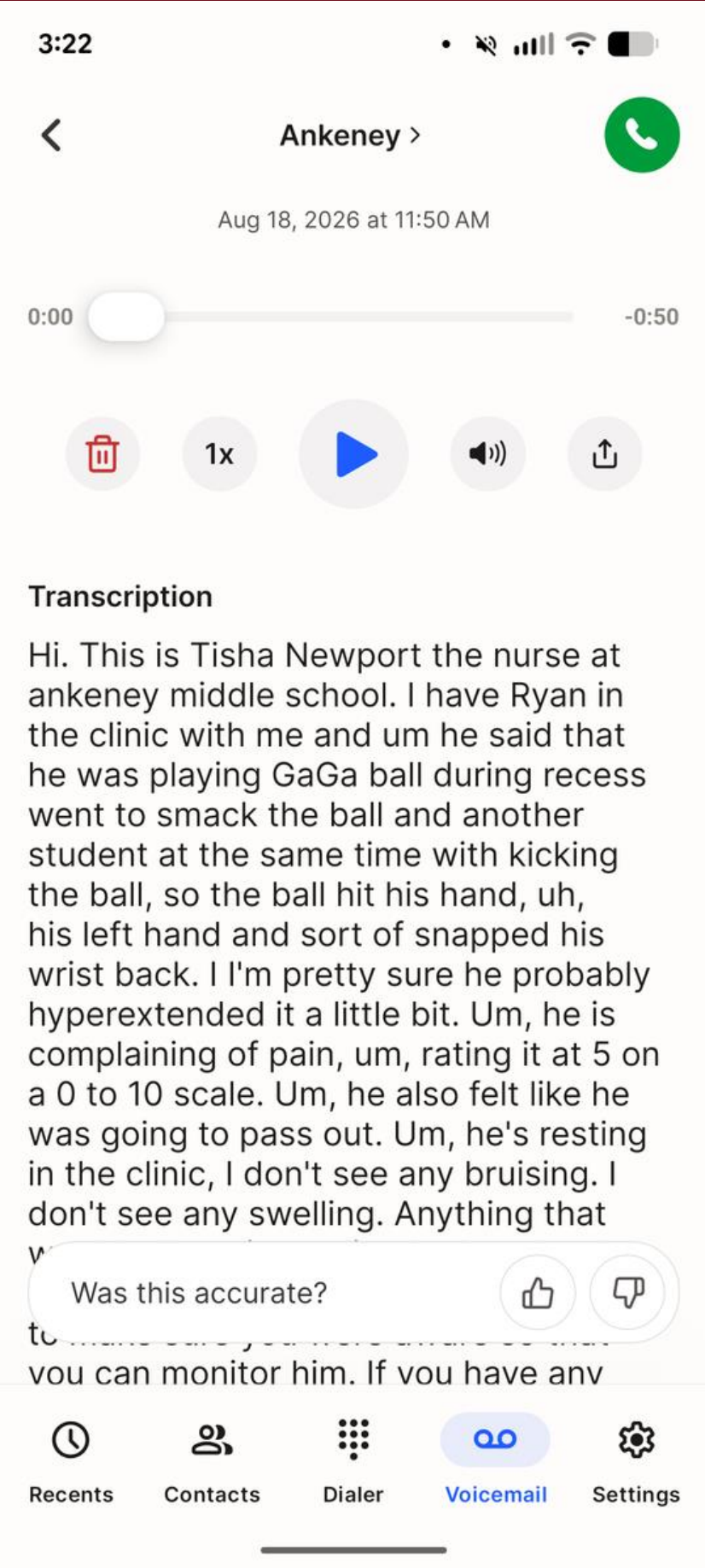
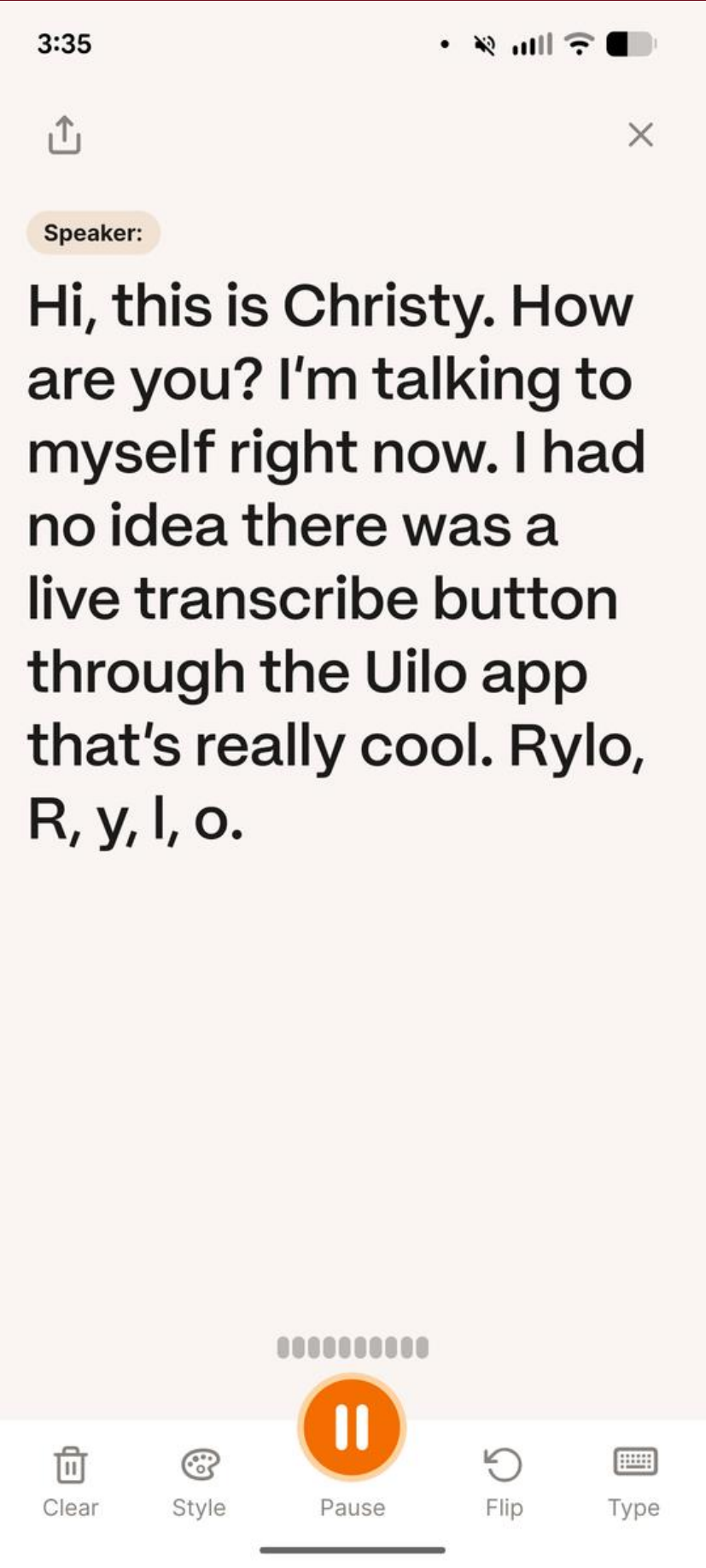
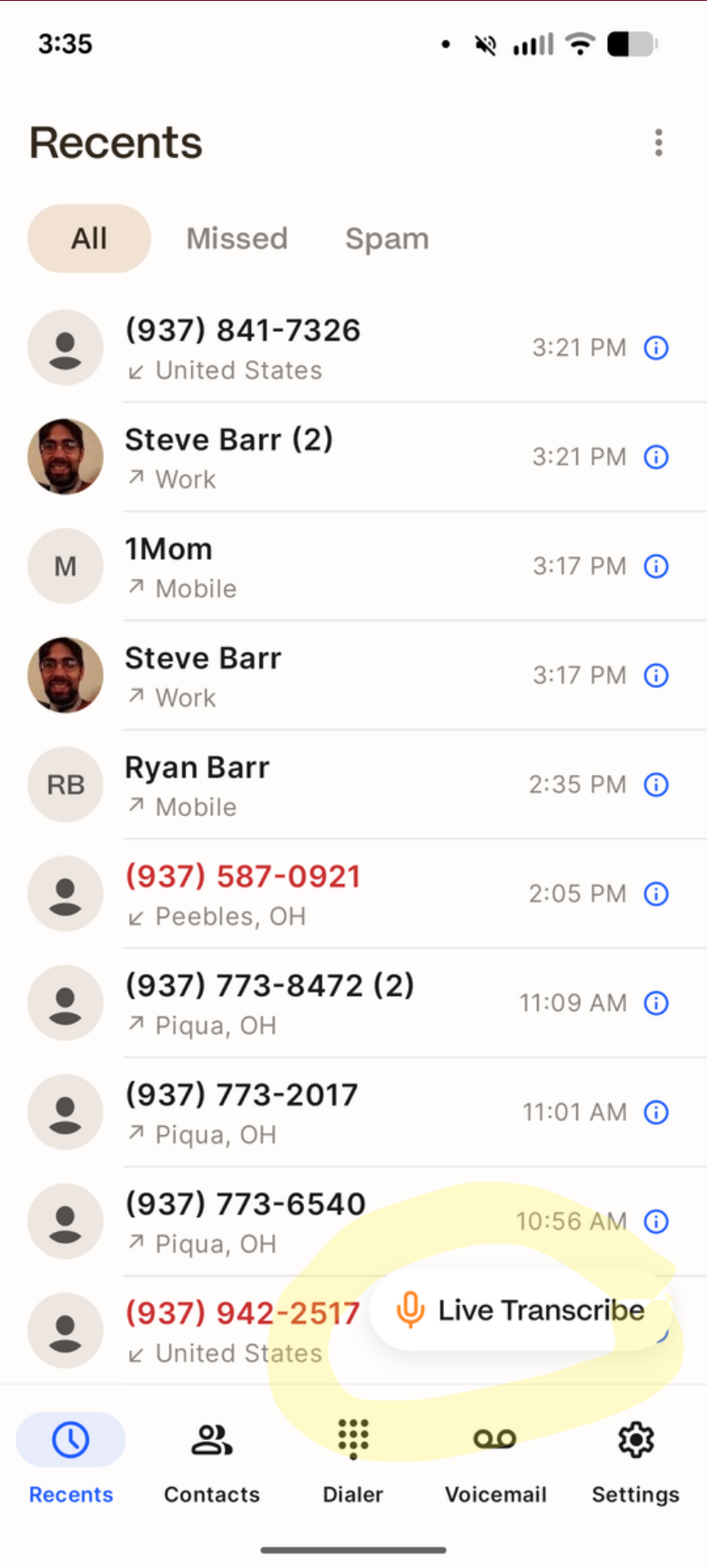
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Movie Theater 1

**Can be difficult to watch two screens.
Mostly watch one screen and glance over to
the second.**



Movie Theater 2



Easy to see both movie screen and captions. Your nose aches from the weight, especially with a 3 hour movie.



Barriers

The accuracy of captions deteriorate quickly based on:

- Voice articulation of speaker (mumbling, quiet voice, thick accent)
- Distance to the phone (group meeting)
- Extraneous noise in the environment (airport, football games, gym)
- Content specific vocabulary, jargon, names (conferences, IEP meetings)
- Drains battery*

Sample Errors 1

'Hold on, give my 5 minutes. My buddy is dying. I need to get a charger.'
(My battery is dying. I need to get a charger)

'People can become pop dependent. They rely on pop and never learn how to independently initiate social exchanges." (prompt dependent)

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Video of a middle school teacher complaining about how his students bring in **needles**, open them and get sticky stuff everywhere.
Can you figure it out?

Sample Errors 2

Tarbox ABO and up clown to 2020 just came out.." (Tarbox, name, et al)

"Dr. Evil and cool is you know, one of those amazing presenter with those wealth of experience and expertise in act...." (Dr. name and name, ACT)

"..and in that link they often post trains that are upcoming doctor Analyse and off is another individual who I'd strongly recommend you hear speak..."
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(Names)

There is a tremendous response effort of people who are deaf/hard of hearing to gain access to information. One can feel helpless and ready to give up when their accommodations do not work.

Empower Students

Validate their feelings of frustrations and anger at the unfairness
They are more than an ear. They are a whole person trying to live in a world which was not built for them. The majority of the response effort to communicate is on their shoulders.

Connect them to Deaf peer and adults

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Teach them their rights and tools to stand up for themselves.

Example: Super Bowl did not have captions for the first half of the game.

[File an accessibility complaint with the FCC](#)

Advancements in AI

[Google 11 American Sign Language to Text](#)

American Actor: Daniel Durant

-Switched at Birth

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-CODA

-YOU



Hands-On-Learning Lab



cāptify



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Procedure

1. Pass out optional checklist/notes sheet
1. Opportunity to freely explore all apps on the shared ipads.
1. One pair of Hear View caption glasses will be passed around to each table.
1. One phone with Rylo will be passed around to each table.
1. Check in every 15 min to gauge time for regrouping. Hard stop 5:15.
1. Group share out

Hands-On-Learning Lab

Reminder: Please do not share personally identifying student information during this activity. Use general characteristics or a hypothetical student in your group discussions.

As you explore these technologies, consider:

1. Is there a particular student on your caseload who may benefit from trialing this application or technology?

1. What specific communication or access need might this technology help address?

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1. What barriers or challenges might this student experience when using it?

1. What additional questions would you want answered before recommending or trialing this technology in the school setting?

1. What is one key thought or takeaway you would like to share with peers in your group?

Group Share Out

Reminder: Please do not share personally identifying student information during this activity. Use general characteristics or a hypothetical student in your group discussions.

Sharing with the larger group:

- What stood out to your group as you explored the different technologies?
- What surprised you?
- Were there tools, features, or capabilities you didn't expect?
- What limitations or barriers did you notice?
- Are there particular student profiles, ages, settings, or activities where you could consider speech-to-text being especially useful?
- What would you want to know or explore further before recommending or implementing a particular technology?

Speech-to-Text: Expanding Options for Individualized Access

Advancements in AI technologies have led to rapidly expanded options for speech-to-text capabilities

Accuracy

Operating systems (Windows, Chromebook, iOS, Android)

Platform-specific tools (Microsoft, Google products, YouTube, Zoom)

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Hardware solutions (tablet, Chromebook or laptop, phone, other dedicated devices)

Customization options

Access is PERSONAL - students may need to try several solutions and may need to utilize different options for different settings (classroom, extracurriculars, etc.)

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**Hands-On Captioning Tools:
Exploring Real-Time
Access Options for Deaf and
Hard of Hearing Students**

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life is on



Tuesday, October 13th



3:00 PM - 5:00 PM

Thank you to Christine Loddo Bricker
for allowing us to borrow/trial the
captioning glasses for this session!

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Thank You!

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**Deaf and Blind
Education Services**

Statewide Services and Outreach

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