Videotherapy

Appropriate Grade Level:  All levels, students with reading and other disabilities

Procedures/Steps:
Videotherapy is intended to help students with reading disabilities as well as mental retardation, and multiple disabilities to increase reading and comprehension, as well as writing skills.

1. Watching the Video: Students view the video and have a basic analytical discussion of what they have seen, including character names, setting, type of film, etc...

2. Having a Guided Discussion: More advanced analysis of the video is used to discuss type of characters, personality traits, motivation, and outcomes. Use a character analysis guide (provided in the article) to help students analyze. Other guides such as conflict and opinion guides also help the students to explore the video. They are able to discuss and express opinions. They can voice recommendations, and can identify their own feelings. Step three further enforces these skills.

3. Creating, Performing, and Videotaping a skit: Students now have the opportunity to choose. They choose sections of the film that interested them and create an interpretation of the section’s events. They are able to deal with the film’s conflicts and personalize the events in order to portray their own feelings in a safe and productive manner. This allows the students to validate and express feelings they may have never allowed to escape.

4. Critical Viewing of the Student-Produced Videos: Students and teacher view the videos and critique and seek to understand each other’s pieces. Allow for discussion about the videos because this type of instruction often produces high levels of interest and participation.

Comments and/or tips:
In a previous placement, I was able to observe the use of this technique in all areas of the classroom. One other effective way to use videotherapy strategies is to use the making of videos to enhance retention in content areas. Remember, discussion is a key piece of this method.

Source: