

IMPLEMENTATION AND USER GUIDE



**IMPROVES RESULTS AND
BOOSTS SELF-CONFIDENCE**



**ALLOWS STUDENTS TO
READ BY THEMSELVES**



**PROMOTES INDEPENDENT
LEARNING FREEING UP
VALUABLE TEACHER'S TIME**



Congratulations on joining the tens of thousands of schools & colleges worldwide that are actively using the ReaderPen™ or ExamReader™ to promote positive reading strategies for struggling readers.

The **ReaderPen™** is a major technological breakthrough for anyone reading English, French or Spanish and is a life-saver for those who have reading difficulties such as dyslexia. The ReaderPen is a totally portable, pocket-sized device that reads text out loud with an English, French or Spanish human-like digital voice. For more information, visit www.readerpen.com.

The **ExamReader™** is approved by assessment and curriculum boards worldwide for use in standardized tests. This may or may not require prior approval so always ask your exam board for the accommodations list. For more information, visit www.examreader.com.

A **LingoPen™** is also available for language learning. This pen translates in 8 different languages.

You may be undertaking a trial or are rolling out the Classroom set across your school. This guide is full of helpful information about the pens, how to use them, ideas for implementation, dyslexia awareness, and cost savings.

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READERPEN™



EXAMREADER™



LINGOPEN™



READERPEN SECURE™



IN THE BOX YOU WILL RECEIVE: A READERPEN™, EXAMREADER™, LINGOPEN™, OR READERPEN SECURE™



HEADPHONES



CARRY CASE



USB CABLE

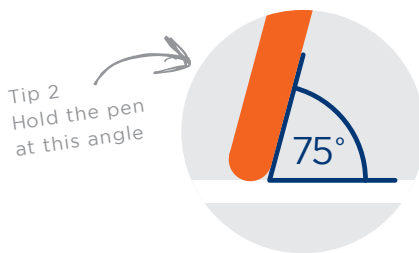


QUICK START GUIDE

HOLDING THE PEN



Tip 1
Grip the pen
near nose



Tip 2
Hold the pen
at this angle

Power On/Off & Back button: Press 3 seconds to power device on or off. Press briefly to use as cancel function in the user interface.

Start scanning 1/2cm before a word and finish just after.

Place your index finger along the top of the pen, place your thumb along the bottom of the pen, the rest of your fingers should bend slightly inside the hand so that the pen sits comfortably on your middle finger under the pen, between the thumb and forefinger. Do you have a good grip (not too tight, not too loose)? You're ready to start.

Now press the front of the pen onto your paper or page, did a light come on? If so, excellent, because that is what needs to stay on!



Left Handed? Go to the main menu/ settings and select Left Handed.

THE PRINTED WORD

The type of text the student is wishing to be supported with reading is quite important at primary age. Therefore, if your student requires larger gaps between each line then continue to do this. If they need a larger font, you can print up to font size 22 and that should work fine. Contrasting text on coloured paper does work, but it must be a good contrast, black on green, blue, or yellow should work well.

CHOICE: WANT TO 1) SCAN INDIVIDUAL WORDS OR 2) LINES OF TEXT? IN TEXT READER/MENU/ADDING MODE, SELECT EITHER APPEND OR REPLACE.

STRATEGIES FOR USING THE PEN

The following strategies have proven to be a good basis for primary aged students of when to use the pen and how to use it alongside other strategies that work for them, such as sounding out, sight recognition and overlays.



Ask the student to look at the line of text and see if they recognise any of the words.



Ask the student to try to read the sentence for themselves. Once they feel comfortable with this, use the ReaderPen™ to validate what they believe the sentence to be.



Perhaps there are words they would like to sound out, if this works for the student, encourage them to keep doing this.



Do they use an overlay? Now it's time to try the pen and see how the line of text resonates.



If they have identified a word they are struggling with and their other strategies are not working, use the ReaderPen™ to read that word.



Validation is one of the most important aspects and requirement for the dyslexic child. Using the ReaderPen™ will validate the student and allow them to feel proud of their achievements, while giving them confidence and the independence to keep going.

READERPEN™



MAIN MENU

TEXT READER

- PRESS OK/
PRESS MENU
- Clear Screen
 - Definition
 - Select Dictionary — ● ENG-ENG- OPD ENG/Collins Dict/NOAD ENG/
FRE-FRE- Cordial/SPA-SPA- Larousse
 - Adding Mode — ● Append
● Replace
 - Auto Read (on/off)
 - Scan Languages — ● English/French/Spanish
 - Read Settings — ● Speed & Volume
● Word Pause
● Punctuation Pause

APPUYEZ SUR RETOUR EN ARRIÈRE DEUX FOIS

DICTIONARY

- PRESS MENU
FOR
DICTIONARY
SETTINGS
- History
 - Read Settings — ● Read Scan (on/off)
● Read Definition (on/off)
● Speed
● Word Pause
● Punctuation Pause
● Volume
 - ENG-ENG — ● OPD ENG
● Collins Dict
● NOAD ENG
 - FRE-FRE — ● Cordial
 - SPA-SPA — ● Larousse

SCAN TO FILE

- PRESS MENU
- New File — ● Read Again
● Reading Settings
 • Reading (on/off)
 • Speed
 • Word Pause
 • Punctuation Pause
 • Volume
 - Open File — ● Definition
● Selection Dictionary
 • ENG-ENG- OPD ENG/Collins Dict/ NOAD ENG
 • FRE-FRE- Cordial
 • SPA-SPA- Larousse
 - Delete File
 - Scan Settings — ● Scan Languages
 • English/French/Spanish
● Reading Settings
 • Reading (on/off)
 • Speed
 • Word Pause
 • Punctuation Pause
 • Volume

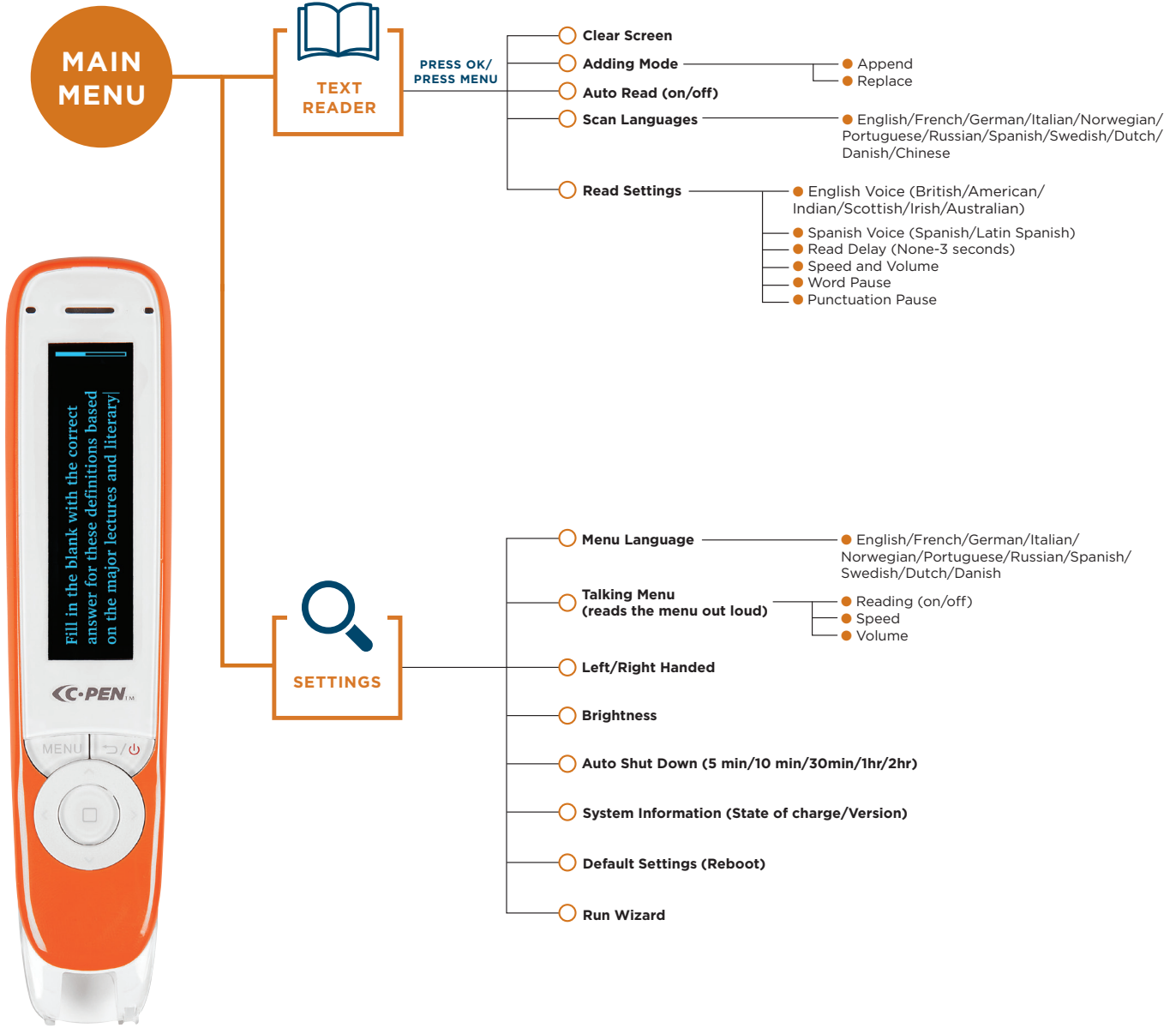
RECORDER

- Record
- Play Recording
- Erase Recording
- Play Music
- Settings (File Format/Fine Quality/Loop mode/Volume setting)

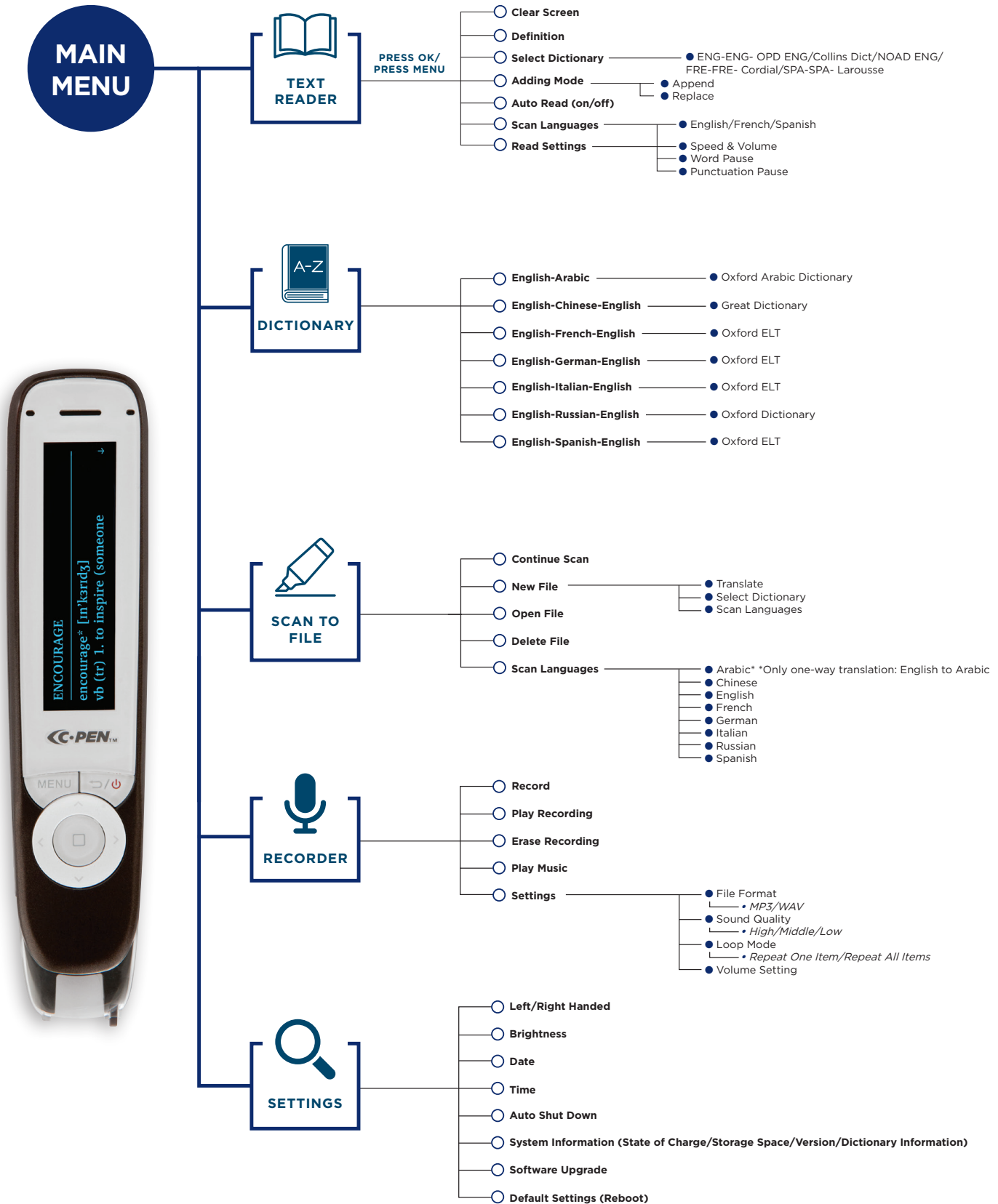
SETTINGS

- Menu Language — ● English/French/Spanish
- Talking Menu — ● Reading (on/off)
● Speed
● Volume
- TTS Settings (English voice-choose accent/Spanish voice-accent/Read delay)
- Exam Lock (Lock/Unlock/Lock Mode) password
- Left/Right handed
- Brightness
- Date
- Time
- Auto Shut Down (5 min/10 min/30 min/1hr/ 2hr)
- System Information (State of Charge/Version/Dictionary Information)
- Software Upgrade
- Default Settings (Reboot)
- Run Wizard

EXAMREADER™



LINGOPEN™



INDEPENDENCE

CONFIDENCE

ENGAGED LEARNERS

PROMPT STARTING
OF LESSONS

STEP 1

INFORM
STAFF
OF THE
BENEFITS***EXAMPLE EMAIL TO SEND TO STAFF EXPLAINING THE TRIAL AND GOALS**

Our school is undertaking a trial of the ReaderPen™ to better understand how this assistive technology impacts on students who struggle with reading and comprehension. I am actively encouraging a number of students to be part of the trial and you will see the following students: student name, student name using the pens in your classes. Please encourage the use of the pens but, do not single the users out for special praise for doing so. As a school, we are actively encouraging our students to develop additional reading strategies and the use of the ReaderPen™ is one aspect of this to help them to develop as independent, confident learners.

STEP 2

STUDENT
TRAINING

- ✓ Encourage the students to be the reading champions and to assist each other to get the best results from the trial
- ✓ Promote when they should use the pens
- ✓ Actively encourage students to freely use the pens for short bursts or even a longer sustained reading activity
- ✓ Introduce the Student Reflection Sheets and discuss scenarios of when and how to best use the ReaderPen™ in lessons and at home
- ✓ Set a time and place for pick up and drop off if the pens are being returned.
- ✓ Number the pens and allocate each to a student.
- ✓ Engage with the students and use the Student Reflection sheet in the guide to show the impact the pens are having
- ✓ Use this later to share with Senior staff about the impact of your trial or wider school implementation.

STEP 3

INITIATE
THE ROLL
OUT

WEEK ONE

- Charged the pen
- Familiarised yourself with the Menu Guides for the pen(s) that you have on trial
- Scanned effectively
- Signed up for a Scanning Pens webinar
- Identified a number of students (min 3) with varying reading issues including but not limited to dyslexia, EAL, etc.
- Defined my success criteria and inform all staff involved with the trial
- Reviewed case studies on www.readerpen.com to see how other schools have used the pen

WEEK TWO

- Scheduled meeting one with the students outlining the pilot and introduce the pen
- Shared the Student Reflection Sheets (page 11)
- Student identified subjects where they want to improve
- Defined the strategies for improving learning outcomes for students during the trial; using the dictionary, reading to build fluency and comprehension, independent working, self-starter, etc.

WEEK THREE

- Scheduled meeting two with students to review Student Reflection Sheets
- Reviewed the evidence with senior management

Name:

Class:

Tell us what you thought about the pen.

HOW DID THE PEN HELP YOU?

HOW DID THE PEN MAKE YOU FEEL?

- Extremely helpful
- Very helpful
- Somewhat helpful
- Slightly helpful
- Not that helpful

(DATE)

HOW DID THE PEN HELP YOU?

HOW DID THE PEN MAKE YOU FEEL?

- Extremely helpful
- Very helpful
- Somewhat helpful
- Slightly helpful
- Not that helpful

(DATE)

Name:

Class:

Tell us what you thought about the pen.

HOW DID THE PEN HELP YOU?

HOW DID THE PEN MAKE YOU FEEL?

- Extremely helpful
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- Not that helpful

(DATE)

HOW DID THE PEN HELP YOU?

HOW DID THE PEN MAKE YOU FEEL?

- Extremely helpful
- Very helpful
- Somewhat helpful
- Slightly helpful
- Not that helpful

(DATE)

*Once the pen is returned at the end of each day or in tutorial time fill in the Student Reflection Sheet. This will keep a record of whether the students found that using the pen helped them understand more of the lesson. Over a 30 day trial, this could be used by a variety of students so that you obtain the best results. It helps substantiate the evidence to present to Senior Management when you come to the end of the trial and want to make the purchase of a class set.



WHY WON'T IT SCAN PROPERLY?

Make sure that the pen is scanning at the correct angle — refer to page 5 of this guide.
 Check to ensure that the correct hand mode is selected.
 Check to make sure that the scan language is set to the correct one.
 Refer to the Menu Guides (pages 6-8) for setting changes.
 Turn on and off again as this will do a soft reset.

Some other things to consider:

Consider the font and size of text, consider increasing the format of the text, larger space between words, double line spacing.
 Consider the paper you use in school, is the page shiny or glossy as opposed to matte. Is the reader using a book, is the page flat?



WHY SHOULD I USE THE PEN OVER MY HUMAN READER?

Human readers are expensive and build a cycle of dependency. The pen helps the user build on existing strategies and encourages the user to become independent. The pen boosts confidence for users who have mild reading issues.

If the student is receiving validation from the reader this may indicate anxieties and lack of confidence. Ask the reader to be available for the student and for them to encourage the student to use the pen to confirm their work.



HOW WILL A CLASS USE THE RESOURCE IF I ONLY HAVE ONE PEN?

The pen is a fantastic resource to support individuals with reading issues. It is also a whole class resource that can be used by a variety of students who may want dictionary definitions, to users who just want to have additional support. We recommend that all classes where the pen has been adopted by a user should also have a general access pen for use by anyone else in the class. The ReaderPen™ is adaptable to many different lessons from mathematical problem solving which usually have a large proportion of text to Literacy and Modern Foreign Languages. The pen is a classroom aid that stimulates independence and confidence for any user.



WHAT DO I DO IF THE PEN ISN'T WORKING?

Check to make sure that the pen is charged. If it is still not responding then do a hard reset by pressing the reset button on the back of the pen for a few seconds.

Check to see if the off button has been accidentally touched or if the automatic shut down is set to a short period. Practice holding and setting the automatic shut down to a longer period can alleviate some teething issues. Refer to the menu guides for additional setting information.



HOW DO I INFORM THE STAFF?

Having a learning session for the teachers to have a go, understanding the supportive aspect the pen can bring to the classroom to enable the teacher to encourage the dyslexic student to keeping up with peers. Use the sample email provided on the page 9 as a way to let the staff know about the pens.

When supporting students with Dyslexia or reading difficulties, it's best to adopt a wide range of tools, don't just look for one thing to support/fix. Adopt a wide range of tools and strategies. Work with the student and experiment, try new things, ask them to investigate and develop their own toolbox that will take them through life. Also, make sure you are providing the right sort of support – empowering.



HAVE AGREED VISUAL CLUES

Have a visual clue that only you and they know, e.g. scratching their nose or pulling their ear. You can then say, “let me just repeat that to make sure you’ve got it.” I am sure there will be other students who will benefit as well and the student won't feel left out.



MAKE SURE STUDENTS ARE RECOGNISED FOR VERBAL CONTRIBUTIONS

Dyslexia doesn't affect intelligence, and often Dyslexic students can think outside the box. Think about accepting homework recorded as an MP3 using the inbuilt recorder in the ReaderPen™, with 4GB of storage there is plenty of room.



CREATE UNDERSTANDING AMONGST OTHER STUDENTS

It is important that other students understand Dyslexia as a learning difference and that there is a reason why they do some things differently, or use technology in class.



STUDENTS ARE PRAISED FOR POSITIVE QUALITIES

Dyslexic students very often only hear negatives about their ability. We must appreciate the whole child. Positive qualities must be recognised and valued.



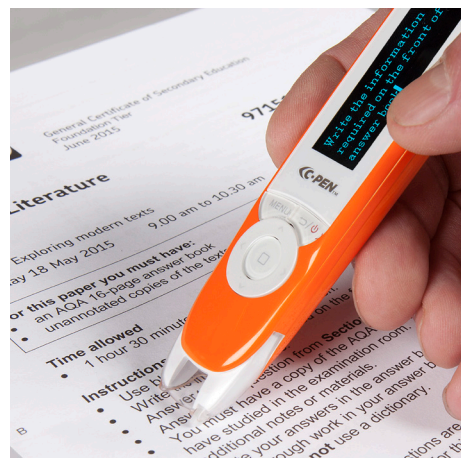
ENCOURAGE ASSISTIVE TECHNOLOGY TO BE USED

The pen is part of a solution for your students and tablets and laptops can also make life easier for students with Dyslexia. Ideally, with regard to technology, it is a combination of tablet/laptop/identified programmes that suit the individuals learning style including the pens. These can mean complete independent learning for dyslexic students.

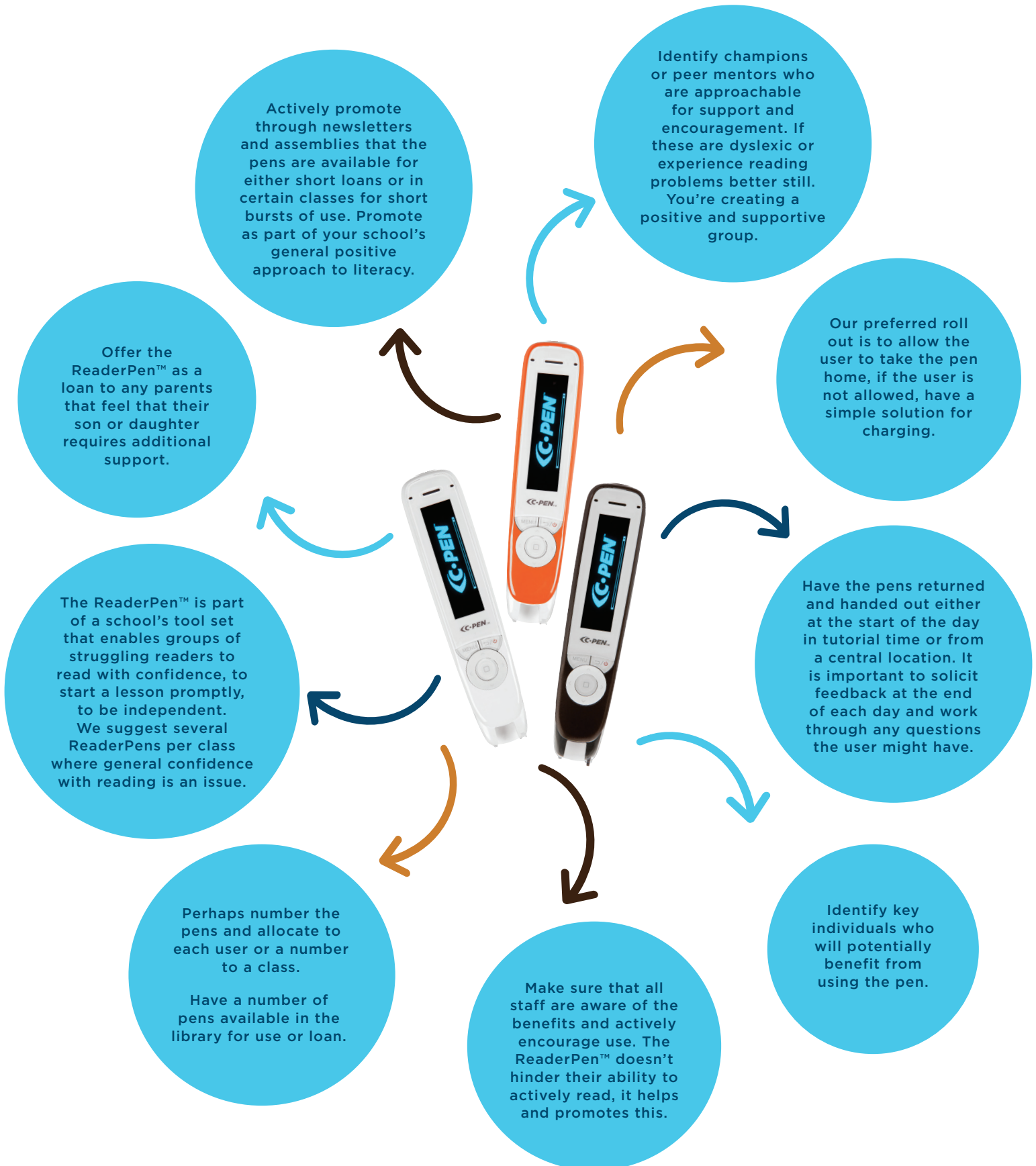


SUPPORT FOR LACK OF ORGANISATIONAL SKILLS

Put in place support, reminders, spare kits, etc., to avoid this disorganisation. The ReaderPen™ has a record option to keep those ideas and reminders. The ReaderPen™ is used by teachers to share the lesson objectives so that the student remains focused, building a daily habit of checking the audio lesson plan will enable the student to keep up with their peers which in turn creates success.



HERE ARE SOME SUGGESTIONS FOR HOW YOU MIGHT CONSIDER ROLLING OUT YOUR TRIAL OR SCHOOL WIDE DEPLOYMENT:



HOW AUDIO PROMOTES LITERACY

BENEFITS OF AUDIO TO LEARNING HOW TO READ

“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”

- *Becoming a Nation of Readers: The Report of the Commission on Reading*

INCREASES READING ACCURACY BY **52%**



IMPROVES COMPREHENSION BY **76%**

Provides context, helping children decide words and comprehend challenging text.

TEACHES



INCREASES READING SPEED

BETTER UNDERSTANDING

EXPANDS VOCABULARY



IMPROVES FLUENCY

BENEFITS OF AUDIO TO OTHER TYPES OF LEARNING

“Children who are better listeners are also better learners.”

- *North University of Texas professor emeritus Sara Lundsteen*



85%

of what we learn, we learn by listening.



TEST SCORES INCREASED

21%

when engaged in multi-model learning versus single-mode.



Combining print and audio increases recall **40%** over print alone.



2 GRADE LEVELS

Students can listen and comprehend 2 grade levels above their reading level.

INCREASES MOTIVATION BY **67%**



27%

of the K-12 population are auditory learners.

The ReaderPen™ engages students through audio and therefore enables students to access the text far more effectively and efficiently. Being able to read the same level texts as their peers promotes a student’s independence and confidence.

Nearly the
same percentage
of **males** and
females
have dyslexia



Over
3 million
Canadians
are dyslexic



44% of Adults lack the
literacy skills required to cope
with the demands of
modern life



15-20%
of the population,
has a language based
learning disability

#succeedwithdyslexia



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