IMPLEMENTATION AND USER GUIDE

ReaderPen™   **ExamReader™**   **LingoPen™**

- ALLOWS STUDENTS TO READ BY THEMSELVES
- IMPROVES RESULTS AND BOOSTS SELF-CONFIDENCE
- PROMOTES INDEPENDENT LEARNING FREEING UP VALUABLE TEACHER'S TIME

AUSTRALIAN DISABILITY SERVICE AWARDS

WINNER

scanning pens

BEST ASSISTIVE TECHNOLOGY PRODUCT

Congratulations on joining the tens of thousands of schools & institutions worldwide that are actively using the ReaderPen™ or ExamReader™ to promote positive reading strategies for reluctant readers or those with reading challenges.

The **ReaderPen™** converts text to speech and is a major technological breakthrough for those who have reading difficulties such as dyslexia. Hear the words through earphones or the built-in speaker, or plug in an external speaker if required. There are also multiple dictionaries on the pen along with storage and a voice recorder/dictaphone. The smart pen gives students the independence to read on their own and improves self confidence. For more information, visit www.readerpen.com.au.

The **ExamReader™** is approved by assessment and curriculum boards worldwide for use in standardised tests. It has been evaluated by all of Australia's exam boards which will receive applications for its use on a case by case basis. The ExamReader™ doesn't contain any dictionaries, storage or the voice recorder but can read multiple languages including French, Spanish, Italian and German. For more information, visit www.examreader.com.au.

A **LingoPen™** is also available for language learning. It translates 8 different languages and is suitable for those whose first language is not English. For more information visit www.cpenlingo.com.

Scanning Pens is the world-wide distributer of the C-Pen and our Australian operation is here to support schools and institutions that recognise the value that our products bring to those in need. You may be undertaking a trial or are rolling out the classroom set across a year group or school. This guide is full of helpful information about the pens, how to use them, ideas for implementation, Dyslexia awareness, and cost savings.

Scanning Pens Australia
Tel: 02 8855 7100
Email: auinfo@scanningpens.com
NDIS Registered Provider

READERPEN™

EXAMREADER™

LINGOPEN™

IN THE BOX YOU WILL RECEIVE:

A READERPEN™, EXAMREADER™, OR LINGOPEN™

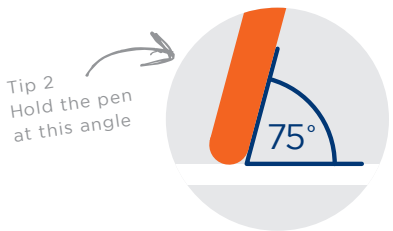| EARPHONES	CARRY CASE
USB CABLE	QUICK START GUIDE

HOLDING THE PEN

Tip 1
Grip the pen
near nose

Tip 2
Hold the pen
at this angle

75°

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

Place your index finger along the top of the pen, resting comfortably, place your thumb along the bottom of the pen, the rest of your finger should fall comfortably behind the pen. Wave it around, got a good grip? Excellent, not too tight and if too loose it will fly across the room (not a good idea).

Now pop 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 is the time to pop that on and see how the line of text looks.
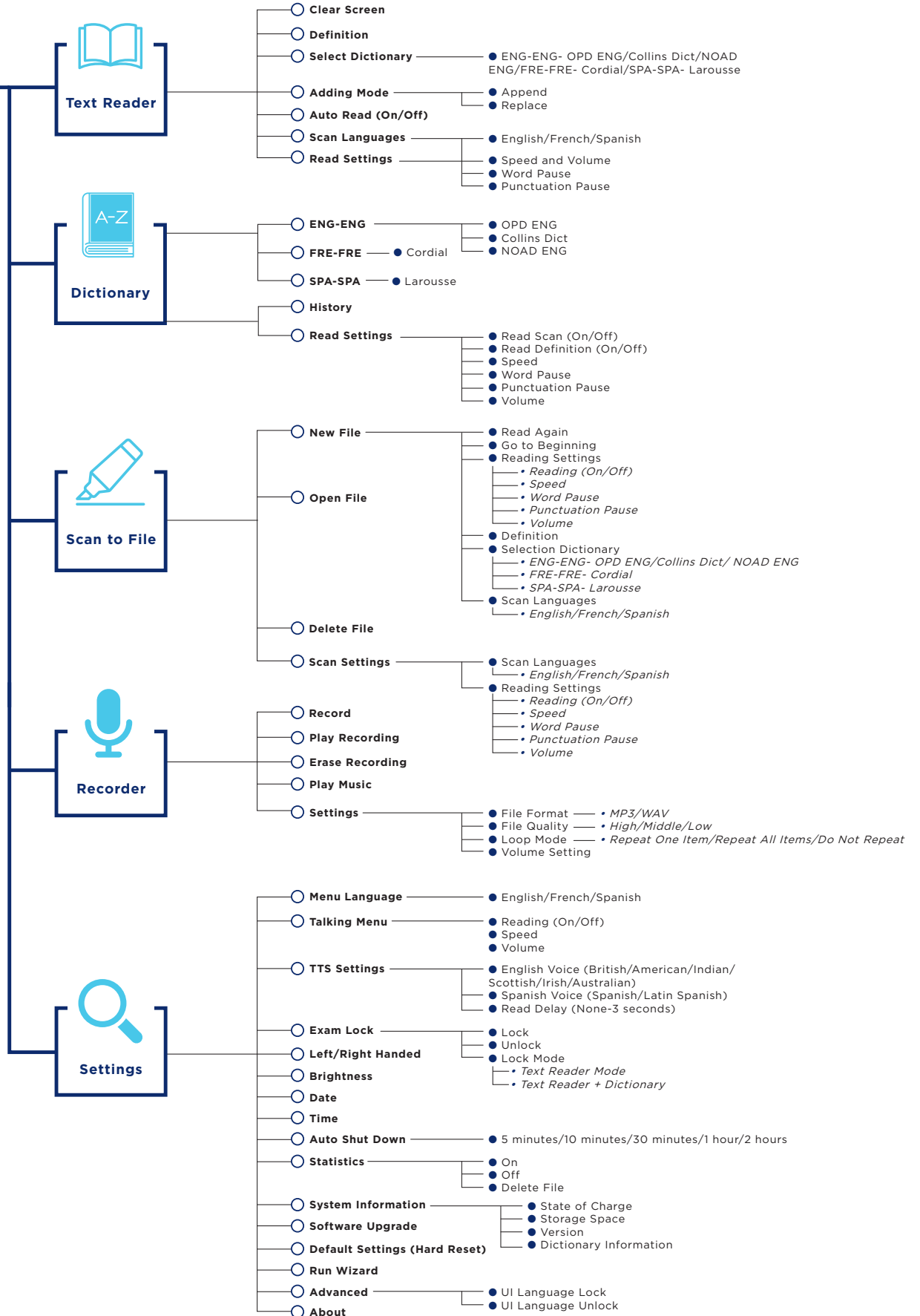
If they have identified a word they are struggling with and their other strategies are not working, use the ReaderPen™ to read that word.
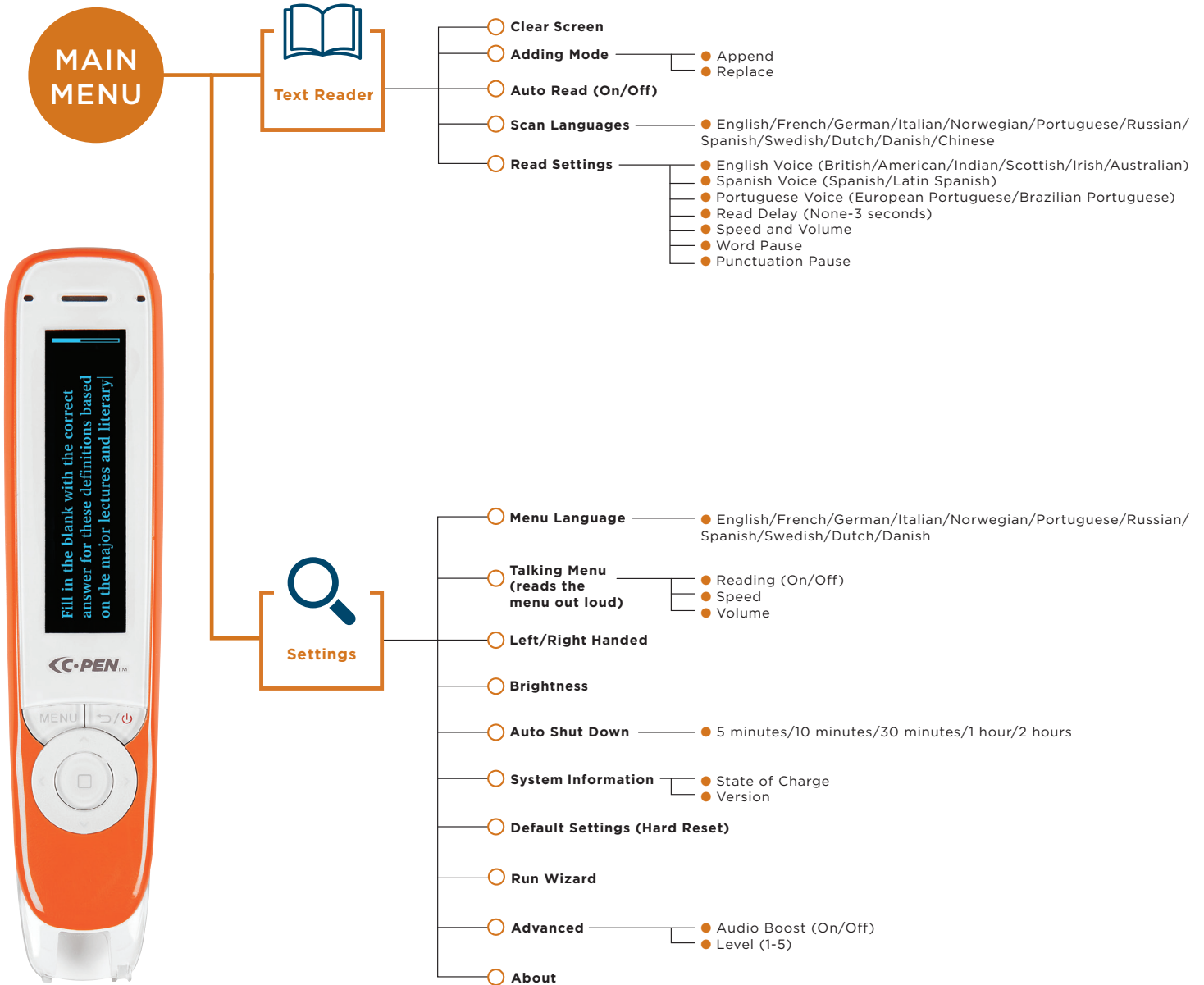
Validation is one of the most important aspects and requirement for the dyslexic child. Using the ReaderPen™ will validate the student and allow them to feel proud of their achievements, while giving them confidence and the independence to keep going.

READERPEN™

MAIN MENU

Text Reader
- 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 and Volume
  - ● Word Pause
  - ● Punctuation Pause

Dictionary (A-Z)
- ENG-ENG
  - ● OPD ENG
  - ● Collins Dict
  - ● NOAD ENG
- FRE-FRE — ● Cordial
- SPA-SPA — ● Larousse
- History
- Read Settings
  - ● Read Scan (On/Off)
  - ● Read Definition (On/Off)
  - ● Speed
  - ● Word Pause
  - ● Punctuation Pause
  - ● Volume

Scan to File
- New File
- Open File
  - ● Read Again
  - ● Go to Beginning
  - ● Reading Settings
    - • Reading (On/Off)
    - • Speed
    - • Word Pause
    - • Punctuation Pause
    - • Volume
  - ● Definition
  - ● Selection Dictionary
    - • ENG-ENG- OPD ENG/Collins Dict/ NOAD ENG
    - • FRE-FRE- Cordial
    - • SPA-SPA- Larousse
  - ● Scan Languages
    - • English/French/Spanish
- 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 — • MP3/WAV
  - ● File Quality — • High/Middle/Low
  - ● Loop Mode — • Repeat One Item/Repeat All Items/Do Not Repeat
  - ● Volume Setting

Settings
- Menu Language — ● English/French/Spanish
- Talking Menu
  - ● Reading (On/Off)
  - ● Speed
  - ● Volume
- TTS Settings
  - ● English Voice (British/American/Indian/Scottish/Irish/Australian)
  - ● Spanish Voice (Spanish/Latin Spanish)
  - ● Read Delay (None-3 seconds)
- Exam Lock
  - ● Lock
  - ● Unlock
  - ● Lock Mode
    - • Text Reader Mode
    - • Text Reader + Dictionary
- Left/Right Handed
- Brightness
- Date
- Time
- Auto Shut Down — ● 5 minutes/10 minutes/30 minutes/1 hour/2 hours
- Statistics
  - ● On
  - ● Off
  - ● Delete File
- System Information
  - ● State of Charge
  - ● Storage Space
  - ● Version
  - ● Dictionary Information
- Software Upgrade
- Default Settings (Hard Reset)
- Run Wizard
- Advanced
  - ● UI Language Lock
  - ● UI Language Unlock
- About

The stars are tiny points of light in space. On a clear night we can see around 2,000 to 3,000 stars without

C·PEN™

EXAMREADER™

MAIN MENU

Text Reader
- ○ Clear Screen
- ○ Adding Mode
  - ● Append
  - ● Replace
- ○ Auto Read (On/Off)
- ○ Scan Languages
  - ● English/French/German/Italian/Norwegian/Portuguese/Russian/Spanish/Swedish/Dutch/Danish/Chinese
- ○ Read Settings
  - ● English Voice (British/American/Indian/Scottish/Irish/Australian)
  - ● Spanish Voice (Spanish/Latin Spanish)
  - ● Portuguese Voice (European Portuguese/Brazilian Portuguese)
  - ● Read Delay (None-3 seconds)
  - ● Speed and Volume
  - ● Word Pause
  - ● Punctuation Pause

Fill in the blank with the correct answer for these definitions based on the major lectures and literary|

C·PEN™

MENU ⟲/⏻

Settings
- ○ Menu Language
  - ● English/French/German/Italian/Norwegian/Portuguese/Russian/Spanish/Swedish/Dutch/Danish
- ○ Talking Menu (reads the menu out loud)
  - ● Reading (On/Off)
  - ● Speed
  - ● Volume
- ○ Left/Right Handed
- ○ Brightness
- ○ Auto Shut Down
  - ● 5 minutes/10 minutes/30 minutes/1 hour/2 hours
- ○ System Information
  - ● State of Charge
  - ● Version
- ○ Default Settings (Hard Reset)
- ○ Run Wizard
- ○ Advanced
  - ● Audio Boost (On/Off)
  - ● Level (1-5)
- ○ About

Approved by Curriculum & Assessment Boards across Australia*

Reduce Exam Costs – no need for human reader

***For exam access arrangements, please consult with the relevant awarding body**

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
BETTER UNDERSTANDING

INCREASES READING SPEED

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-modal 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.

Sources available at **audiopub.org/uploads/pdf/sound-learning_infographic_2019.pdf**

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.

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.

STEPS TO SUCCESS
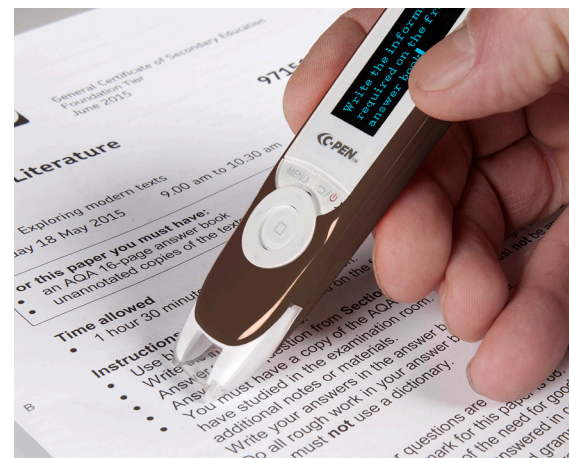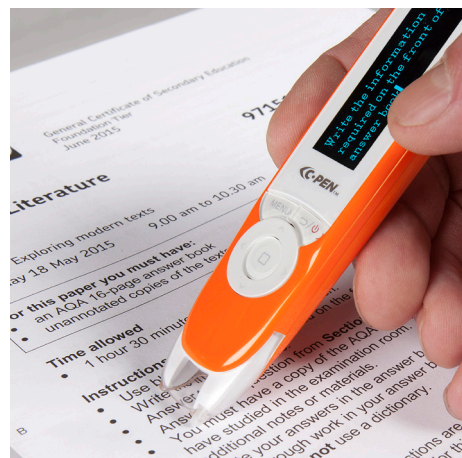
INDEPENDENCE	CONFIDENCE	ENGAGED LEARNERS	PROMPT STARTING OF LESSONS

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

STEP 3
INITIATE THE ROLL OUT

✓ 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.

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

Actively promote through newsletters and assemblies that the pens are available for either short loans or in certain classes for short bursts of use. Promote as part of your school's general positive approach to literacy.

Identify champions or peer mentors who are approachable for support and encouragement. If these are dyslexic or experience reading problems better still. You're creating a positive and supportive group.

Offer the ReaderPen™ as a loan to any parents that feel that their son or daughter requires additional support.

Our preferred roll out is to allow the user to take the pen home, if the user is not allowed, have a simple solution for charging.

The ReaderPen™ is part of a school's tool set that enables groups of struggling readers to read with confidence, to start a lesson promptly, to be independent. We suggest several ReaderPens per class where general confidence with reading is an issue.

Have the pens returned and handed out either at the start of the day in tutorial time or from a central location. It is important to solicit feedback at the end of each day and work through any questions the user might have.

Perhaps number the pens and allocate to each user or a number to a class.

Have a number of pens available in the library for use or loan.

Make sure that all staff are aware of the benefits and actively encourage use. The ReaderPen™ doesn't hinder their ability to actively read, it helps and promotes this.

Identify key individuals who will potentially benefit from using the pen.

Make sure that the light comes on when you are scanning words. This indicates that the camera is working

Make sure that the word or line that you wish to scan is in the centre of the scanning area

The centre of the scanning area

To enlarge a word, and hear it again, just press and hold the centre button

You can customise the pen to suit the user. You can change the speed of the replay, as well as pause the replay after punctuation or each word. Try various combinations until you get the setting that is right for you

Avoid scanning these!

Avoid narrow columns, or scanning coloured words on busy backgrounds and laminated paper

If you are having trouble scanning in a straight line, try using a ruler or something with a straight edge as a guide
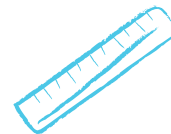
You don't have to scan slowly. The pen can read quite well if you scan quickly

The pens have settings for both right-handed and left-handed users. In left handed mode, the pen will scan in either direction
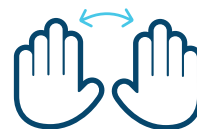
The Talking Menu is a very useful feature for visually impaired users

There are three ways to hear the text reader – through earphones, the built-in speaker or you can plug in an external speaker
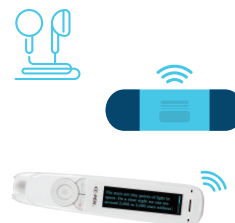
Once charged, the battery should last for 8 hours of continual usage

There are lots of useful videos on YouTube. Just search for Scanning Pens ReaderPen™ or ExamReader™

WHAT TECHNOLOGY DOES THE PEN USE?

The ReaderPen™ and the ExamReader™ use OCR which stands for Optical Character Recognition. There is a camera in the base of the pen which photographs the text and converts it to speech.

DOES THE PEN NEED TO CONNECT TO THE INTERNET OR WI-FI?

No. All processing is undertaken on the pen without the need to connect to any other source.

WILL THE PEN READ ANY FONT OR SIZE?

No. The pen will read any standard font – like Arial, Courier, Tahoma, Times New Roman. It will read most text books, novels, newspapers & magazines. However it won't read "fancy" fonts with lots of swirls etc, or fonts that are too condensed. The pen will read 6-point to 22-point text.

CAN YOU USE THE EXAMREADER™ IN STATE BASED EXAMS?

Yes, the ExamReader™ has been evaluated by every state exam board in Australia.

Most exam boards will accept applications under special provisions. Please consult with your relevant exam board for access arrangements.

HOW MANY LANGUAGES DOES THE READERPEN™ READ?

The ReaderPen™ reads 3 languages – English, French and Spanish.

The ExamReader™ reads 12 languages – English, Chinese (Simplified & Traditional), French, Spanish, Portuguese, German, Italian, Danish, Dutch, Norwegian, Swedish and Russian.

WHAT'S THE DIFFERENCE BETWEEN THE EXAMREADER™ AND READERPEN™?

Both pens convert text to speech, but the ReaderPen™ contains multiple dictionaries, data storage and a voice recorder/dictaphone.

The ExamReader™ doesn't have any feature that would give someone an unfair advantage in an exam i.e., it doesn't have any dictionaries or storage. It just has the text reader and settings.

WHAT WON'T THE PEN READ?

The pen will not read handwriting, computer screens or mobile phone screens. Also, remember that it won't read any fancy or complicated font.

HOW MANY DICTIONARIES ARE IN THE READERPEN™?

There are five dictionaries in the ReaderPen™ – three English dictionaries (the comprehensive Collins, the concise Oxford Primary and a North American dictionary), as well as a French and Spanish dictionary.

CAN THE PENS BE UPGRADED?

Yes, it is possible to upgrade the firmware on your pen. Go to www.cpen.com and click on Downloads. This will tell you if your pen can be upgraded – please check your serial number (S/N) which is printed on the back of your pen.

WEEK ONE

☐ Charged the pen

☐ Familiarised yourself with the Menu Guides for the pen(s) that you have on trial

☐ Scanned effectively

☐ Watched the short videos on YouTube

☐ 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 15)

☐ 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.

(DATE)	**WHAT WENT WELL TODAY?** **HOW DID THE PEN MAKE YOU FEEL?**	🙂 Extremely helpful 🙂 Very helpful 😐 Somewhat helpful 🙁 Slightly helpful 😣 Not that helpful
(DATE)	**WHAT WENT WELL TODAY?** **HOW DID THE PEN MAKE YOU FEEL?**	🙂 Extremely helpful 🙂 Very helpful 😐 Somewhat helpful 🙁 Slightly helpful 😣 Not that helpful

TESTIMONIALS

Robyn Street, Assistant Principal, Taylors Lakes Primary School, Melbourne, VIC

"Taylors Lakes Primary School bought a class-pack of 10 ReaderPens and we decided that they would be used in classes across the school, in order to give every student an opportunity to "have a go" at using the pen.

Our staff have found that the ReaderPen™ is very beneficial for our students and we have even suggested to our parents that they buy them for their child. Some of our Education Support staff have bought the C-Pens and use them with the students that they are working with. It is another assistive technology tool that our school is using to support the learning needs of our students."

Learning Support Team, Bossley Park High School, Sydney, NSW

"The Scanning Pens have changed the way our learning support students, including students from an EAL/D background, access learning in the classroom. The reading back & defining functions have allowed students to engage in learning independently, as well as consolidate their learning when encountering unfamiliar texts. The ability to activate the exam mode functionality during assessment situations has been a game changer. Students have found the examination experience to be less intrusive and less stressful. The NESA approved Exam Pen has been trialled during the HSC Trial Exams and there has not been the need to find additional spaces for the provision of readers. We strongly recommend both the ReaderPens and the Exam Pens."

Jim Sprialis, Education Consultant, Adelaide, South Australia

"Even though we live in a digital world, much of our information is still accessed from print material. This creates a barrier for individuals with reading challenges. This is where the wonderful ReaderPen™ comes into its own. The reading experience is more than just comprehending the text. There is nothing quite like handling the pages of a book and now, with a simple sweeping stroke of the hand, anyone can instantly gain access to print information they are handling. The ReaderPen™ appears small and unobtrusive, but it packs a lot of features to enhance the reading experience."

Georgina Perry, Executive Officer, SPELD NSW

"SPELD NSW has been advancing the education and wellbeing of children and adults with specific learning difficulties for over 50 years. We have found the ReaderPen™ to be extremely useful for those with reading difficulties, especially dyslexia. It enables the user to read independently and boosts their self-confidence."

Deborah Swords, Learning Support Teacher, Mackillop Catholic College, Central Coast, NSW

"The pens are compact and easy to use. We trialled the ExamReader™ with our exam students who usually require a human reader. Not only did the pen provide greater independence, the students were happy that they got to complete the exams themselves, without intervention. The pens not only saved time – the students LOVED them."

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

Only **59%** of **Australian students** achieve the **National Proficient Standard in reading literacy**

**Programme for International Student Assessment (PISA)

Over **2.5 million** **Australians are dyslexic**

#SPELD

Seeing & hearing words together improves comprehension by **76%**

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

*ABS Adult Literacy and Life Skills Survey

#succeedwithdyslexia