

IMPLEMENTATION AND USER GUIDE

C-PEN
READER 2™

C-PEN
EXAM READER 2™

LINGOPEN™



IMPROVES RESULTS AND BOOSTS SELF-CONFIDENCE



ALLOWS STUDENTS TO READ BY INDEPENDENTLY



PROMOTES INDEPENDENT LEARNING AND REDUCES RELIANCE ON THE TEACHER



Congratulations on joining the tens of thousands of schools & colleges worldwide that are actively using the C-Pen Reader 2™ or C-Pen Exam Reader 2™ to promote positive reading strategies for struggling readers.

The **C-Pen Reader 2™** 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 C-Pen Reader 2™ 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 **C-Pen Exam Reader 2™** 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. For more information, visit www.cpenlingo.com.

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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C-PEN **READER 2™**



C-PEN **EXAM READER 2™**



LINGOPEN™



READERPEN SECURE™



IN THE BOX YOU WILL RECEIVE:

A C-PEN READER 2™, C-PEN EXAM READER 2™, LINGOPEN™, OR READERPEN SECURE™



HEADPHONES



CARRY CASE



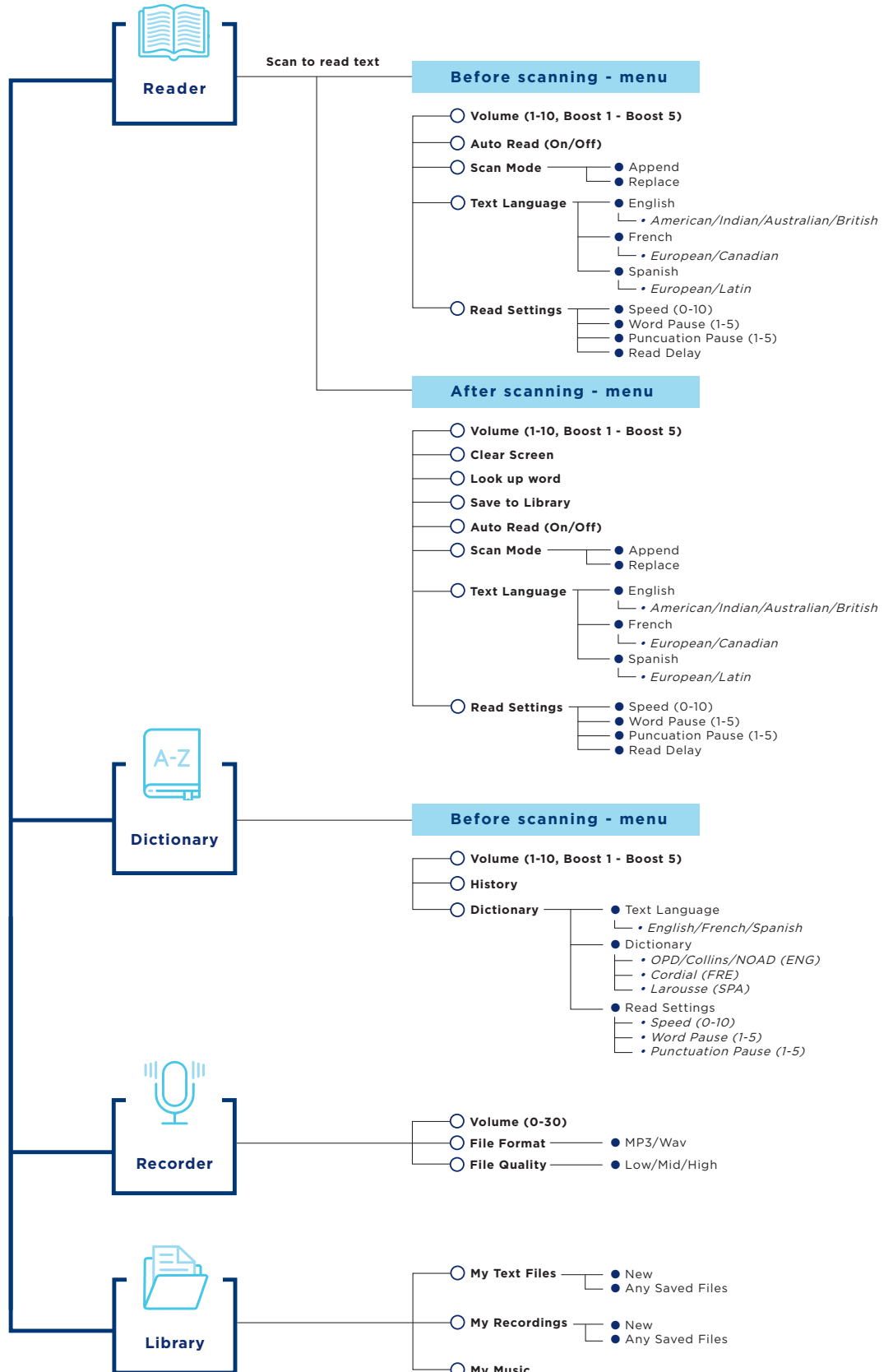
USB CABLE



QUICK START GUIDE

C-PEN™ READER 2™

For the full C-Pen Reader 2™ menu guide scan here

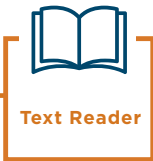


C-PEN EXAM READER 2™

For the full C-Pen Exam Reader 2™ menu guide scan here



MAIN MENU



Scan to read text



Before scanning - menu

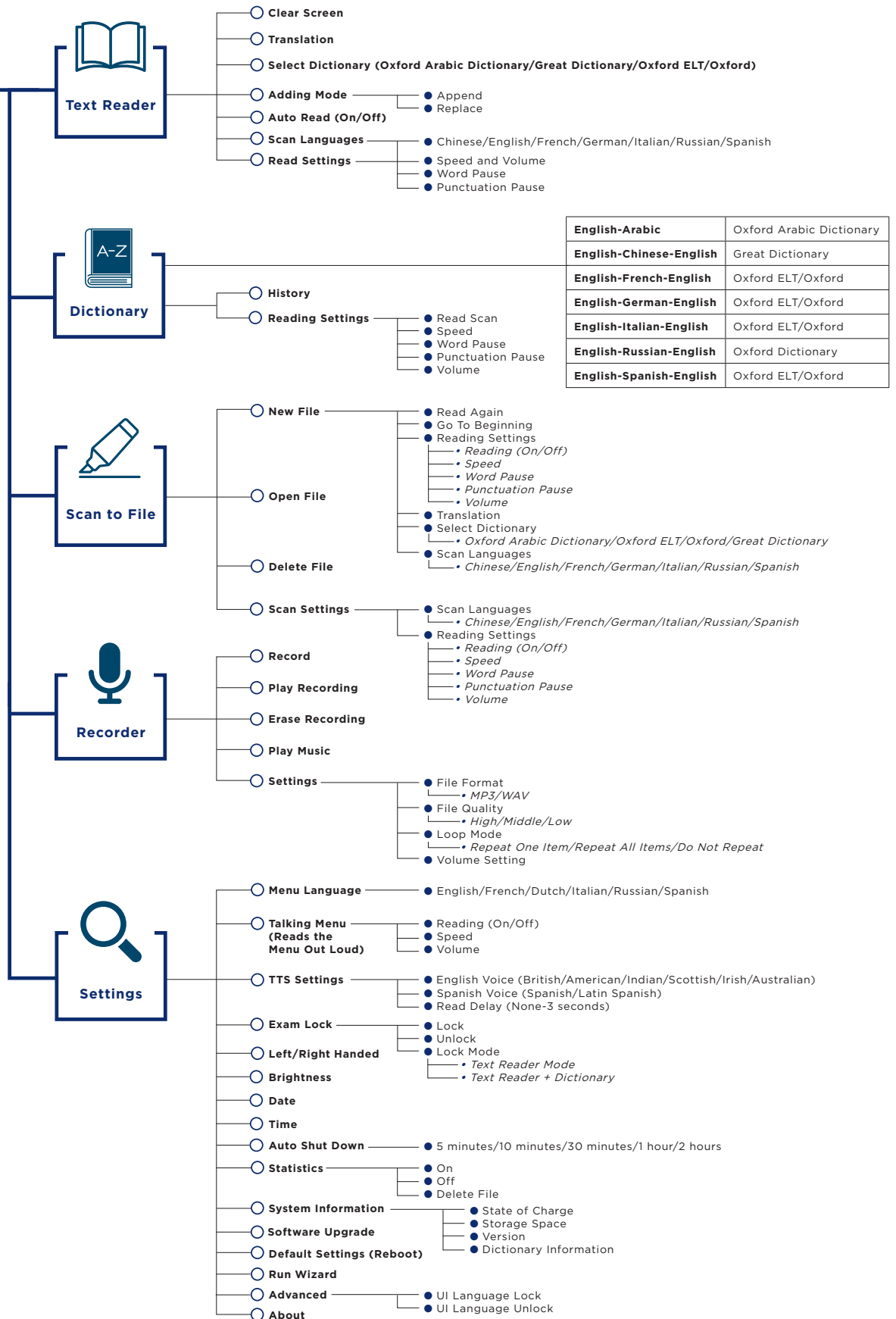
- Volume (1 - Boost 5)
- Auto Read (On/Off)
- Scan Mode
 - Append
 - Replace
- Text Language
 - Chinese
 - └ • Mandarin/Cantonese/Taiwanese
 - Danish
 - Dutch
 - └ • Dutch/Flemish
 - English
 - └ Australian/British/American/Indian
 - French
 - └ • European/Canadian
 - German
 - Italian
 - Norwegian
 - Portuguese
 - └ • European/Brazilian
 - Russian
 - Spanish
 - └ • European/Latin American
 - Swedish
- Read Settings
 - Speed (0-10)
 - Word Pause (0-5)
 - Punctuation Pause (0-5)
 - Read Delay (0-3 secs)

After scanning - menu

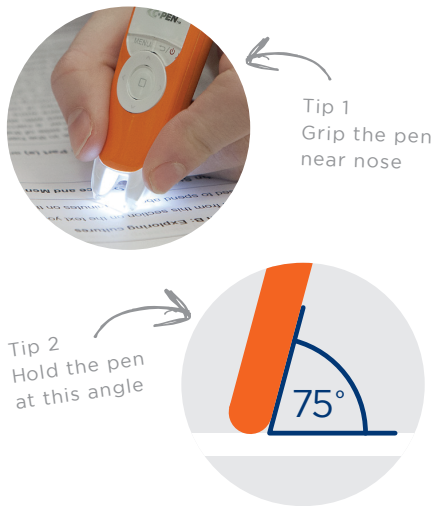
- Volume (1 - Boost 5)
- Clear Screen
- Auto Read (On/Off)
- Scan Mode
 - Append
 - Replace
- Text Language
 - Chinese
 - └ • Mandarin/Cantonese/Taiwanese
 - Danish
 - Dutch
 - └ • Dutch/Flemish
 - English
 - └ Australian/British/American/Indian
 - French
 - └ • European/Canadian
 - German
 - Italian
 - Norwegian
 - Portuguese
 - └ • European/Brazilian
 - Russian
 - Spanish
 - └ • European/Latin American
 - Swedish
- Read Settings
 - Speed (0-10)
 - Word Pause (0-5)
 - Punctuation Pause (0-5)
 - Read Delay (0-3 secs)

LINGOPEN™

MAIN MENU



HOLDING THE PEN



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 C-Pen Reader 2™ 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 C-Pen Reader 2™ to read that word.



Validation is one of the most important aspects and requirement for the dyslexic child. Using the C-Pen Reader 2™ will validate the student and allow them to feel proud of their achievements, while giving them confidence and the independence to keep going.

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 C-Pen Reader 2™, 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.



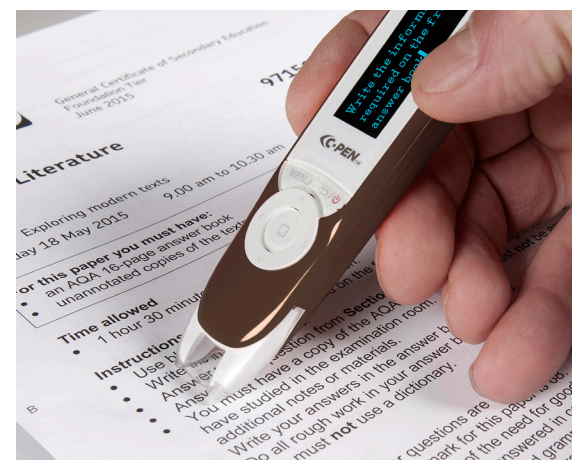
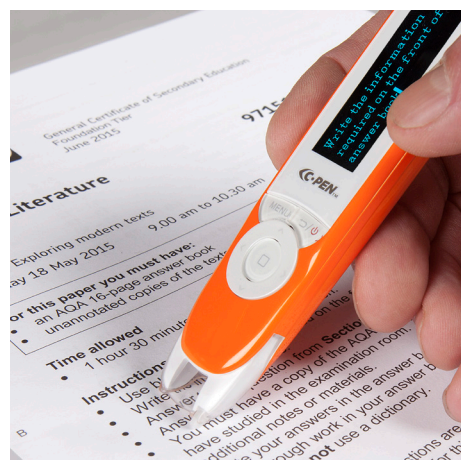
ENCOURAGE ASSISTIVE TECHNOLOGY TO BE USED

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 C-Pen Reader 2™ has a record option to keep those ideas and reminders. The C-Pen Reader 2™ 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.



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 C-Pen Reader 2™ 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 C-Pen Reader 2™ 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 C-Pen Reader 2™ 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 12)
- 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.

<p>_____ (DATE)</p>	<p>HOW DID THE PEN HELP YOU?</p> <p>HOW DID THE PEN MAKE YOU FEEL?</p>	<ul style="list-style-type: none">  Extremely helpful  Very helpful  Somewhat helpful  Slightly helpful  Not that helpful
<p>_____ (DATE)</p>	<p>HOW DID THE PEN HELP YOU?</p> <p>HOW DID THE PEN MAKE YOU FEEL?</p>	<ul style="list-style-type: none">  Extremely helpful  Very helpful  Somewhat helpful  Slightly helpful  Not that helpful

Name:

Class:

Tell us what you thought about the pen.

<p>_____ (DATE)</p>	<p>HOW DID THE PEN HELP YOU?</p> <p>HOW DID THE PEN MAKE YOU FEEL?</p>	<ul style="list-style-type: none">  Extremely helpful  Very helpful  Somewhat helpful  Slightly helpful  Not that helpful
<p>_____ (DATE)</p>	<p>HOW DID THE PEN HELP YOU?</p> <p>HOW DID THE PEN MAKE YOU FEEL?</p>	<ul style="list-style-type: none">  Extremely helpful  Very helpful  Somewhat helpful  Slightly helpful  Not that helpful

*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.

PLEASE PHOTOCOPY



WHY WON'T IT SCAN PROPERLY?

- Make sure that the device is scanning at the correct angle — refer to page 8 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 5-7) 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?



WHAT DO I DO IF MY DEVICE ISN'T WORKING?

First, ensure you have changed that the device is fully charged and try the power. 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 or get in touch with our customer support.



SHOULD I USE A HUMAN READER TOO?

Human readers are expensive and build a cycle of dependency. Our devices help the user build on existing strategies and encourages the user to become independent. Our devices boost confidence for users who have mild reading issues.

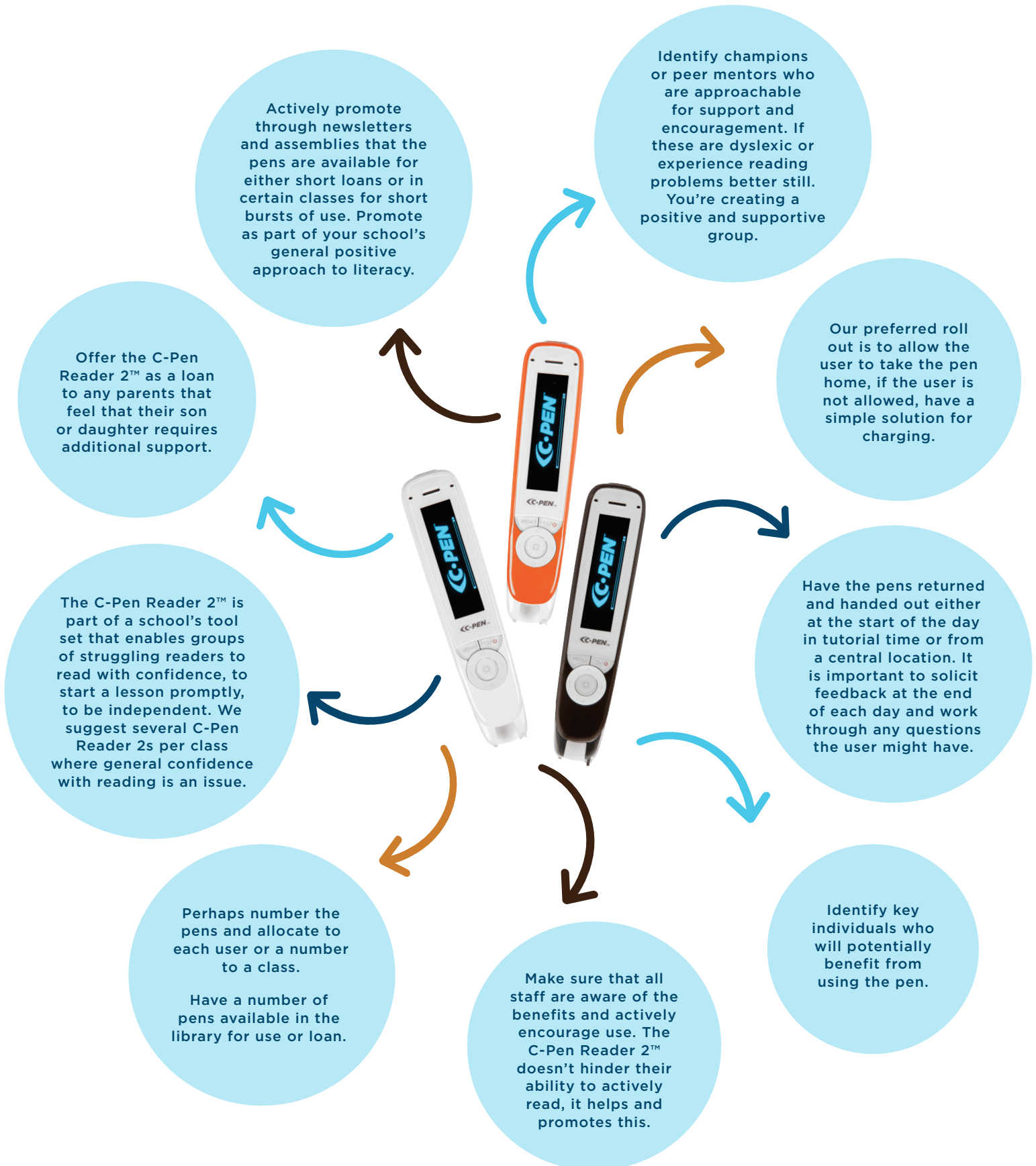
If the student is receiving validation from the reader this may indicate anxieties and lack of confidence. Ask the reader to be available for the student and for them to encourage the student to use our devices to confirm their work.



HOW DO I SUPPORT IMPLEMENTATION FOR STAFF?

Organize a session for teachers to have a go, understanding the supportive aspect the device 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 10 as a way to let the staff know about the devices.

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

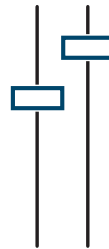
“Children who are better listeners are also better learners.”

- 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-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.

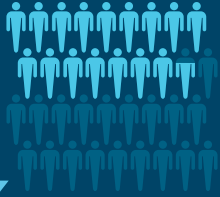
Sources available at audiopub.org/uploads/pdf/sound-learning_infographic_2019.pdf

The C-Pen Reader 2™ 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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