

IMPLEMENTATION AND USER GUIDE



**SECURE, INDEPENDENT
LEARNING SUPPORT**



**PROMOTES INDEPENDENT
KNOWLEDGE AND
CONFIDENCE**



**CONFIRMS READING
AND SUPPORTS
UNDERSTANDING**

**APPRENTICESHIPS/INTERNSHIPS/
WORK PLACEMENTS**

TIPS, HELP AND FAQs

Thank you for choosing to introduce ReaderPens into your workplace/education centre. Scanning Pens produce a range of text scanners that read printed text aloud. The pens all work in the same way but they are designed to do different jobs and have different features. How you demonstrate their basic use and how you implement the strategy of support for your trainees is exactly the same, no matter what colour pen is being used.

Scanning Pens take the struggle out of reading and enable trainees to work more efficiently. They are well suited to supporting literacy difficulties like dyslexia. Some of your trainees may know that they have dyslexia but others might have gone through school and life with an unidentified reading difficulty. Adults with reading difficulties often develop coping mechanisms and find ways to go under the radar. Not being able to read confidently can be a source of embarrassment and something that most trainees wouldn't want you to share publicly.

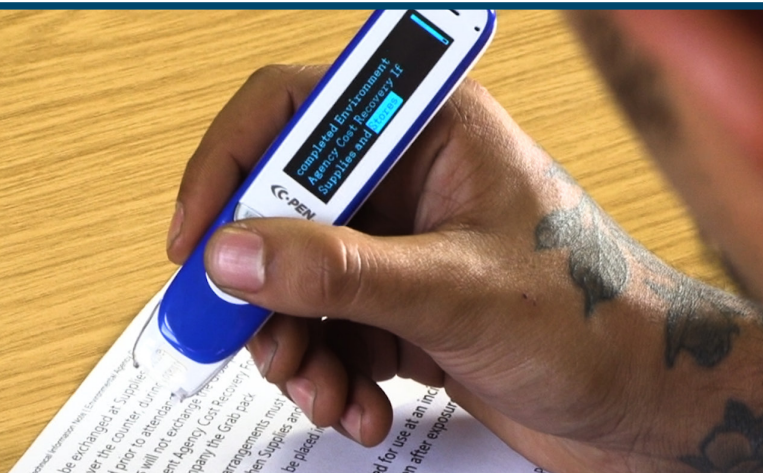
As you are providing reading support, it is helpful to managing this challenge with sensitivity. The British Dyslexia Association estimates that at least one in every ten people are dyslexic and less than half of this number will have an official diagnosis. If you can provide support as part of your normal way of working with all of your trainees, everyone will be more comfortable with asking for and using the support they need and that you can provide.

You have taken an important step toward creating equality of access for your trainees with reading difficulties. You may already have some trainees in mind who you know will benefit from using a scanning pen. Some will welcome the support, others ... not so much. The content of this document will help you to implement the use of the pen with knowledge and confidence. It will give you some ideas of how to approach, discuss and support reading difficulties with adult learners.

Scanning Pens

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The Things You Need To Know

If you get implementation right your pens will be in frequent use. Productivity will improve and so will capacity for independent working. Get implementation wrong and the pens will stay in the cupboard.

Top Tips for Managers:

1. Make time for your team to understand why this is important.
2. The ideal situation is that your trainers have a pen on a lanyard around their neck or a pen in their pocket for easy use at any time.
3. Trainers need to learn how to use the pen. Make provision to attend some training, read this booklet, check out the helpful videos.
4. Allocate enough time. The pen is a new device and it takes practice to use.

Basic knowledge and confidence to use the pen must be established with your training team before introducing the pen into your training program.

Top Tips for Trainers:

1. Practice using the pen. Take the time to learn and get confident. It is a bit like learning how to use a new mobile phone. Compare notes, show each other things that you have found out. Group learning and discussion is a helpful way to do this.
2. Understanding basic operations and potential problems is a priority. A good example of this would be, knowing how to switch a pen from right to left handed or how to turn off the Auto Read function.

Examples of Teachable Points:

1. Demonstrate scanning with everyone. Don't single anyone out for support. Make it part of the way you work. "I have got a lot of text to read here, so I am going to use my **white pen** and listen back to these instructions."
2. Demonstrate finding a dictionary definition for a tricky word.
3. Use the word 'wonder', for example you could say ... "Gasket, I wonder what that word means. I am going to use my **white pen** to check that definition."
4. Play the text to the whole group. You could plug the pen into a speaker so everyone can hear. Don't comment on why you are doing it. Your approach should be that this is just a normal way of working. Keep this approach going. If asked, you can say "It is easier to understand when you read and you listen at the same time."

Introducing ReaderPens in the workplace/education centre.

If you understand the barriers that your trainees are experiencing you are half way to ensuring their success. To do a great job, you need to choose to become familiar and confident with the pen yourself. Demonstrate using the ReaderPen™ as part of your daily practice. Your positive approach will go a long way to help trainees to feel secure about their learning needs and willing to use the pen themselves.

Name the pen by its colour

Refer to the pen by colour – this distracts from it being reading support.
“You might want to use a **blue pen** for this piece of work.”



Think about what you say when the pen is being used

Some trainees like to put a headphone in one ear so they can listen to you and read at the same time. However they choose to use the pen, don't draw attention to it.

Avoid saying things like: “Fred, you can cheat by using your ReaderPen™” this can create anxiety and cause the trainee not to use the pen again.

If anyone is saying anything negative about the person using the pen you could say, “We take equality of access seriously, your comment is not acceptable.” The best strategy is to be quietly encouraging and minimise attention. “Nice work Fred, I see you are getting on quicker and understanding more.”

Think about what you say when the pen is not being used but could be:

These are some helpful phrases that are not confrontational or negative.

Is that a job for your **blue pen**, Fred?”

“Anyone can use an **orange pen** for this test based activity.”

“Tom, Sam, Fred, Annie do you want to try using an **orange pen** today.”

“I am going to use my **blue pen** for this tricky sentence.”

Learning something new increases cognitive load.

Learning to use a scanning pen, while also trying to learn new information should be avoided. Simply put, it is very difficult to learn a new skill and think about something new at the same time.



Make sure you provide time to just learn how to operate the pen. It should be a low to no stress situation. Choose easy to read, high interest materials, like a magazine or newspaper. You may want to loan the pen or sign it out to the user so that they can take it home and practice without an audience.

Positive Impact on Wellbeing

Reading independence has a significant impact on self-esteem and wellbeing. Anticipate that some of your trainees may have experienced problems at school with reading and not been supported.

Talking about school can help you to understand reading difficulties

It can be helpful to open up a conversation about learning experiences. Here are some helpful questions to ask:

“Did you like English lessons? What book did you read for your exam?”

“What options did you choose?”

“Did you like hands on subjects more?”

Where trainees took subjects that are less heavy for reading you have an indication that they found a route through school that minimised reading. School refusal and episodes of poor behaviour are also indicators of reading difficulties that may have been hidden. Avoidance behaviour in school is very common for students who struggle to access reading materials, it is a displacement or avoidance tactic. Reading difficulties can be present in very bright and able students.

You can find out more about dyslexia here:

www.bdadyslexia.org.uk/dyslexia www.succeedwithdyslexia.org/news/

Here are some helpful questions to ask about reading support:

“Has anyone here use any technology in school like speech to text or text to speech apps?”

“Were they helpful?”

“Did they support your confidence?”

“At school, if you had been offered something to help with reading would you have tried it?”

“What about now, would you try a personal reading pen?”

“Can I show you this personal reading pen? I use it to support my reading.”

FEEDBACK FROM TRAINEE STUDENTS WHO USED THE READERPEN™ FOR THEIR APPRENTICESHIP COURSE AND EXAMINATION:

First Year Students at Wolverhampton College studying for a Diploma with Work Based Placement.

“I take the pen out when I need it and put the headphones in. It means I can get the help I need without disturbing anyone else.”

“I use it for things like mixing hair dye. If there is anything I don't understand I use the pen to read the instructions.”

I was able to use the orange ExamReader™ for my tests and didn't need a human reader to support me. “The white ReaderPen™ is a confidence booster.”

EASE OF USE

Set Up

- Take out and use it. No Wi-Fi needed
- Run the Wizard for a rapid set up

Personal Headphones

- Using headphones reduces distraction
- Listen to a word as many times as needed.
- Nobody else will know.

KEY FEATURES OF ALL SCANNING PENS

User Friendly

- Easy to charge up via USB
- Choose auto shut down for a long battery life.

Reading Support

- Overcomes reading/understanding block at the point of difficulty

Increases Productivity

- Helps with reading fluency
- Gives learners confidence

Re-Set

- Click through the settings to the Wizard and the pen can be set up for a new user.

Simultaneous Highlighting

- As the pen speaks, the scanned words are highlighted on the screen. This develops word familiarity and supports reading skills.



Watch this 7 minute video to learn the basics

ReaderPen™ - Julia's Quick Start advice

<https://youtu.be/vihCp5BcqfA>

How to Guide for ReaderPen Secure™



1

ReaderPen Secure™ User Guide

This pen can read text for you. It is easy to use.



2

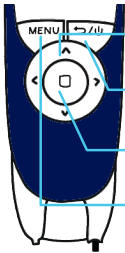
Holding the pen

Hold the pen at an angle, push down, the light comes on.



3

4



- ↕ Arrow buttons give more options
- MENU Main Menu, options, back
- Choose
- MENU Menu

5

Settings
▶ Run wizard

Follow the set up instructions

To **re-set** all of the settings on the pen



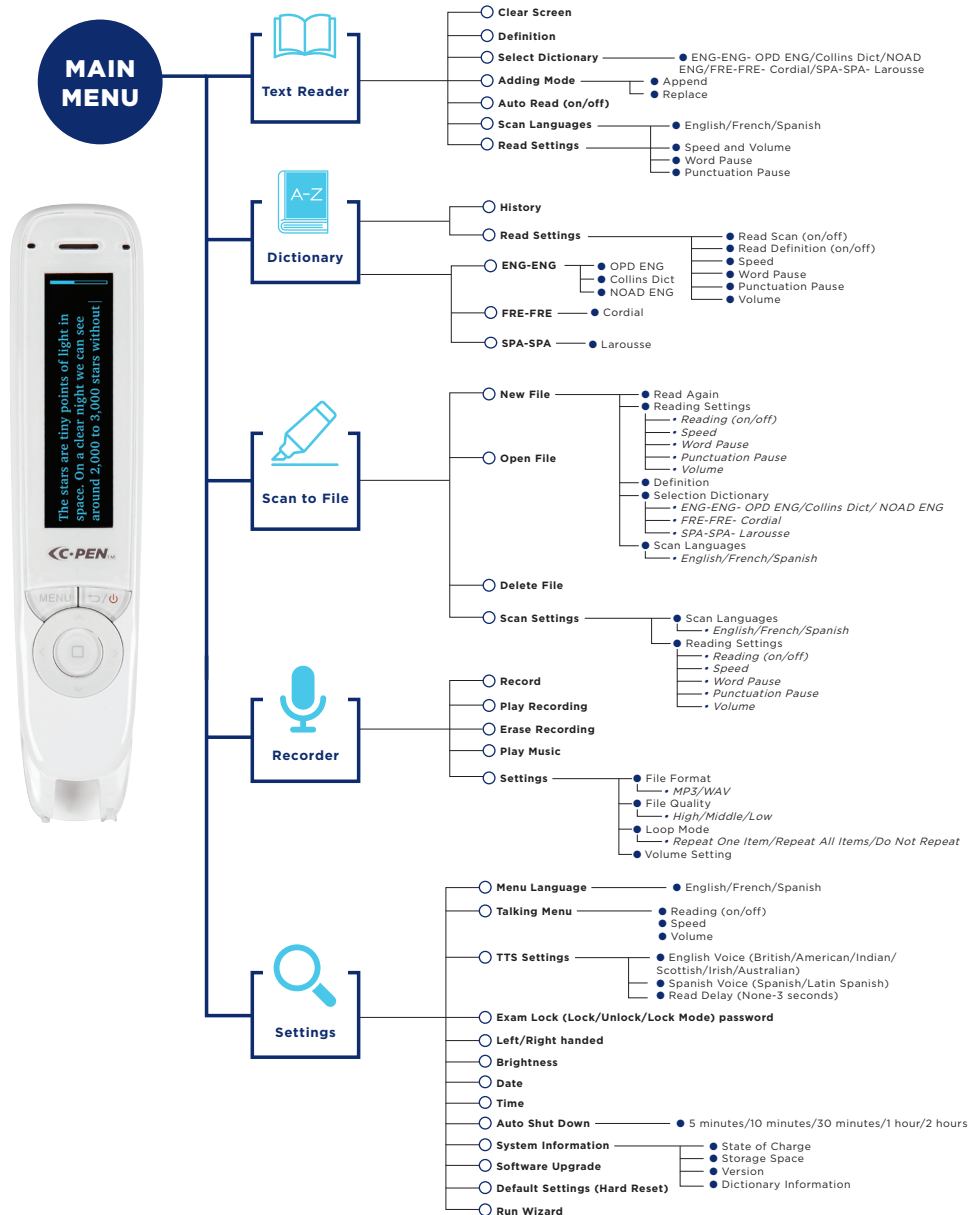
6

Hints and Tips for You to Scan

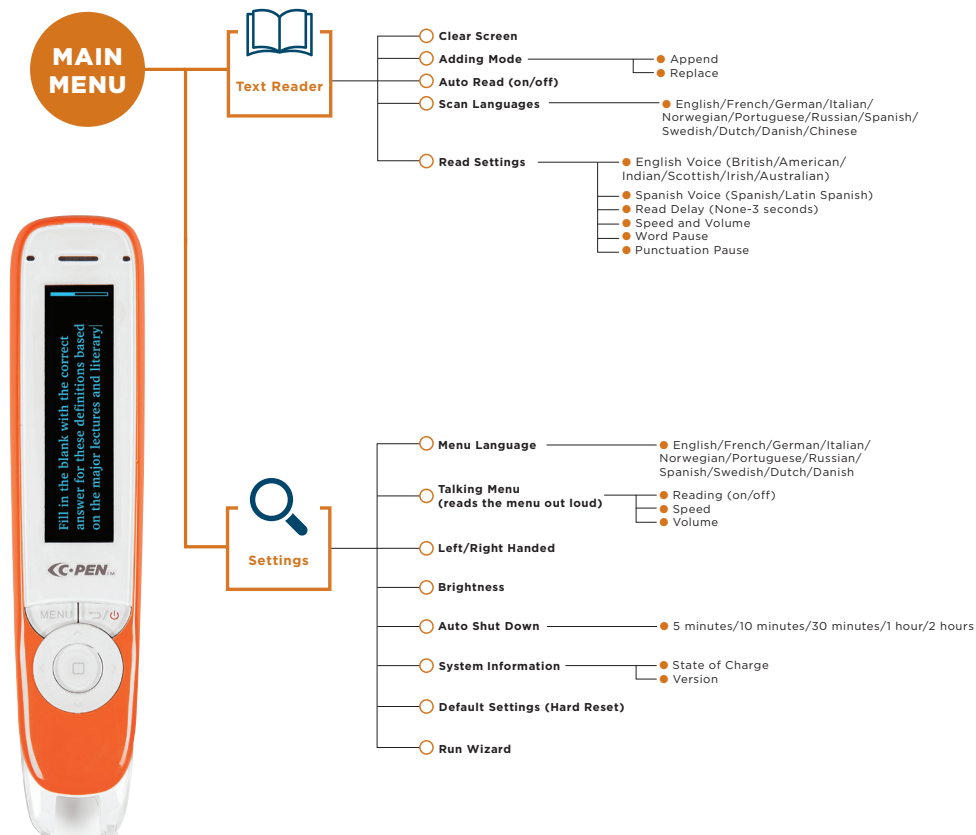
- The pen reads best when you hold it upright.
- Make sure the light comes on. Keep pushing down gently as you scan the words.
- You can save the battery by setting up the auto-shutdown to turn off after 5 minutes.
- You can choose Right or Left Handed in Settings.
- The pen can scan from right to left and left to right.
- Text Reader: Choose this setting to make the pen play the words that you have scanned.
- The pen can scan and read three different languages
- Settings: Menu Languages. English, French, Spanish
- Definitions: This setting will give you the dictionary definition of a word.
- OPD stands for Oxford Primary Dictionary. This gives good basic definitions of words. Collins will give more complex definitions.



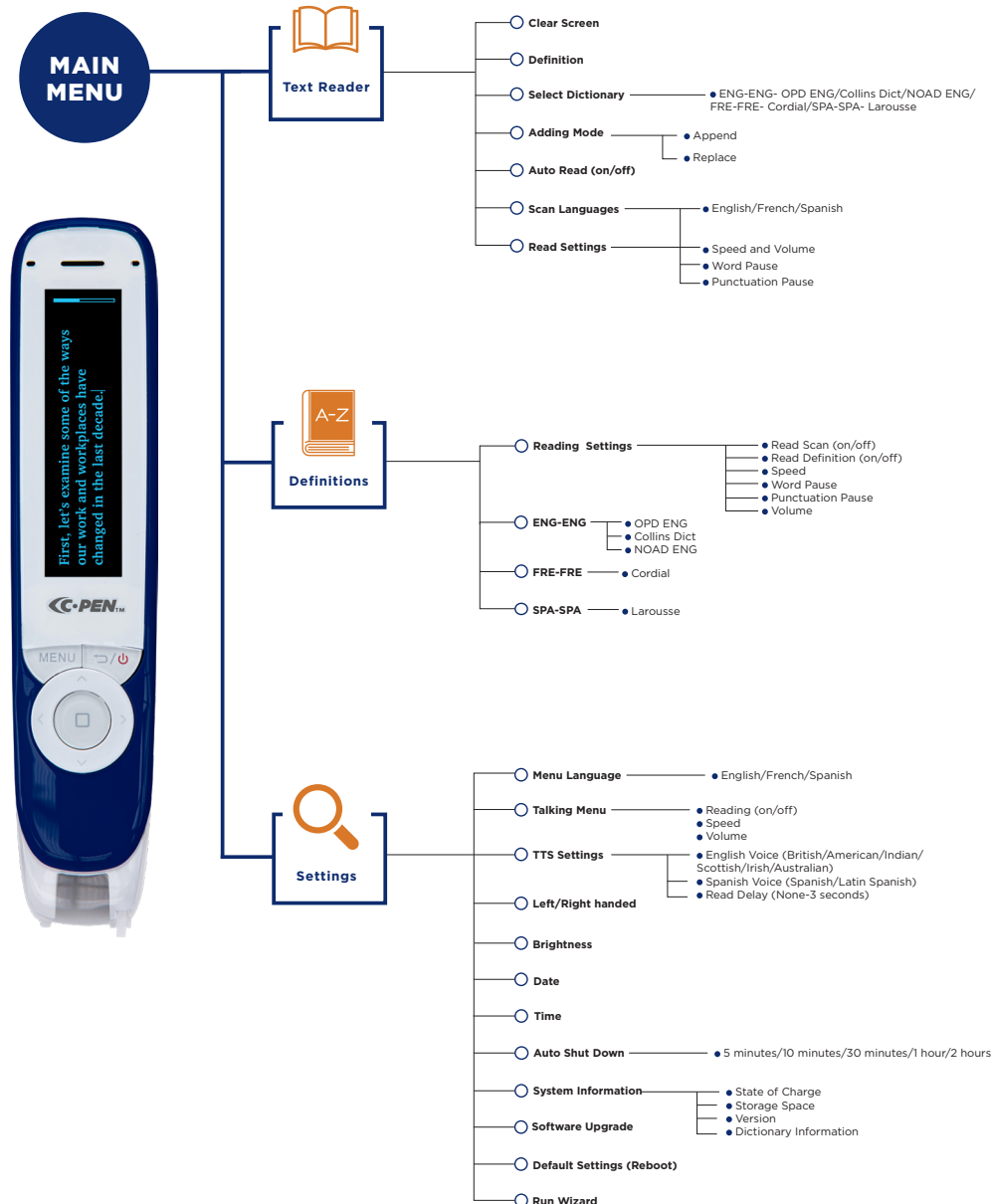
READERPEN™



EXAMREADER™



READERPEN SECURE™





READERPEN SECURE™

There is no scan to file or record features on the **blue ReaderPen Secure™**. This pen is designed to be used where personal data is being scanned. A good example is an office where a client or employees personal information is stored. You have a duty to ensure that information like names, addresses and phone numbers are kept secure.

GDPR are the guidelines that we are required to follow to keep everyone's personal information secure. You can find out more here: <https://www.gov.uk/data-protection>

By providing support with a ReaderPen Secure™, there is no concerns around data capture that other assistive technologies present. For example, a mobile phone screen capture and creates a record of the text as a photograph. This is not GDPR compliant and not easy to monitor.

- ✓ The world's first portable GDPR compliant reading tool due to no storage capabilities
- ✓ Instantly scan & hear printed words. Includes dictionary lookup
- ✓ Ideal for reading challenges such as dyslexia and English as an additional language
- ✓ The pen is portable & lightweight so take it with you wherever you go
- ✓ Discreet assistive technology to empower employees to be more productive and efficient in the workplace



You might like to watch this training support video. It gives great advice on how to scan confidently. You will learn how to get started with the ReaderPen Secure™.

Getting Started with the ReaderPen Secure™
 Youtube: ReaderPen Secure™



READERPEN™



EXAMREADER™



The ExamReader™ is approved by The Joint Council for Qualifications (JCQ) for use in exams. No Form 8 is required. If a ReaderPen™ is normally used, the ExamReader™ is permitted.

Any trainee can use an ExamReader™ in an examination. Permission for use is covered by the Equalities Act 2010. A formal diagnosis is not needed for this Access Arrangement. Trainees who use the ExamReader™:

- Experience greater confidence in reading tasks.
- Spend more time giving answers and less time decoding words
- Do not require human readers
- EAL – Provides support where English is spoken as an additional language
- Can be assessed with their peers in the same room.
- Headphones can be used to provide discreet support



ReaderPen™
Quick Start
Advice



ExamReader™
Quick Start
Advice

As a tutor, sharing information with your trainees efficiently and enabling them to achieve the best results with scanning technology is really important. Here are some quick start video links to training videos.

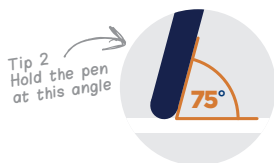


HOLDING THE PEN

Start scanning a little 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

ReaderPens can read font size 7 to 22. Open fonts like Arial scan very well and are dyslexia friendly. The ReaderPen™ will not read handwriting and can struggle with italics.

If you are producing learning resources it is helpful to double space between lines and to use open fonts. Font size 12 and above is more accessible and better supports low vision and reading comprehension.

STRATEGIES FOR USING THE PEN

Adult Learners: Encourage all to explore the available technology. Take an inclusive approach.



Avoid singling out learners. Introduce the pen as a tool that anyone can use.

The pen can be plugged into an external speaker. This is a great way for tutors to demonstrate a key word definition to larger groups. It also breaks down barriers to understanding how the tech works.



Say: This pen reads text, it can be used to read a word, a sentence or a paragraph. It can scan single words and give dictionary definitions. You can scan and listen as much as you want too.



Be aware that some learners will not want to reveal that they have a learning difficulty.



Support emotional wellbeing. Keep all responses to learning needs professional and positive.

INITIAL PHASE

- Introduce the pen to by sharing how it can help – give examples like being able to read a menu or personal correspondence.
- If introducing in a group setting encourage people to be respectful of each others learning differences. Encourage discussion about barriers to learning.
- Demonstrate how to use the pen but remember to practice first so that you will be confident in your demonstration. Some text sizes and fonts scan less well. Choose the material to scan with care.
- If demonstrating to a larger group you may want to plug the pen into a speaker.

EMBEDDED PHASE

- Identify any issues or barriers experienced.
- Explore the personalised settings in the pen and make sure set-up is right. If you are left – handed and using a right-handed set up the pen will not scan well. If the pen is reading back gibberish look carefully at scanning angle and check R/L hand settings.
- Are there any other problems trainees might be having with getting started? Are your systems adequate for storage and charging?

FEEDBACK

- Encourage feedback. Ask if the pen is supporting them to learn key words.
- Ask if the pen is supporting them to learn key words. ESOL learners 'hear' English better than 'Reading' English. Foreign National learners who use the pen become better at hearing and understanding the English language.

When supporting trainees with dyslexia or reading difficulties, it's best to adopt a wide range of tools, don't just look for one thing to support. Work with the trainee and experiment, try new things, ask them to investigate and develop their own toolbox approach. Also, make sure you are providing the right sort of support – empowering.



REMAND USERS WHEN THERE ARE GOOD OPPORTUNITIES FOR PEN USE

Why not practice when you are reading for pleasure? Build your skills by scanning magazines, recipes, bills, instructions or junk mail. It helps to practice when you are relaxed.



MAKE SURE TRAINEES ARE RECOGNISED FOR VERBAL CONTRIBUTIONS

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



ENCOURAGE PEER SUPPORT AND ACCEPTANCE

Encourage peers to be positive about the use of accessibility tools and features. You could say that is just leveling the playing field. Peer acceptance makes a big difference.



TRAINEES ARE PRAISED FOR POSITIVE QUALITIES

Dyslexic trainees may have experienced a lot of negative feedback in school. Keep all feedback positive.



CREATE A POSITIVE ASSISTIVE TECHNOLOGY ETHOS

A scanning pen might be part of a wider set of supports that are needed by a trainee. You may need to consider combining assistive technology like tablets, laptops and use of accessibility features to fully support your trainee.



CREATE A CULTURE OF SUPPORT AND SCAFFOLDING

Scaffolding just means putting support in place that will help. Examples include having spare resources for the forgetful trainee, encouraging use of the recorder on the pen to create sound files that can be listened to again. Sharing the big picture is a strategy that lots of dyslexic people find helpful.

FEEDBACK TO SCANNING PENS

We would like to know how you are getting on with your scanning pens. If you need additional support, training or advice please contact:



Scanning Pens Commercial Team

PJ Balderstone



pj@scanningpens.com



020 7976 4912

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_2016.pdf#asset:4417

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.

THE BDA PROVIDES A FREE HELPLINE:

0333 405 4567 or email Helpline@bdadyslexia.org.uk there is also information available on our website at www.bdadyslexia.org.uk/

BDA TRAINING:

The BDA offers all levels of training from basic awareness to professional level specialist awards delivered flexibly through open courses, onsite courses and eLearning for more information please contact: Training@bdadyslexia.org.uk

BDA ASSESSMENTS:

The BDA offers diagnostic and workplace needs assessments nationally, for more information please contact: assessments@bdadyslexia.org.uk

BDA QUALITY MARK:

For those education providers who wish to demonstrate their commitment to achieving dyslexia friendly status please contact: qualitymark@bdadyslexia.org.uk

BDA CONFERENCES & WEBINARS:

The BDA regularly hosts conferences and webinars with speakers drawn from experts in the field, please contact: conference@bdadyslexia.org.uk



Visit us at www.scanningpens.co.uk for more information or email us at ukorders@scanningpens.com

Over
40 million
American Adults
are dyslexic and only
2 million
know it



Over
50%
of **NASA**
employees
are dyslexic



20% of
school-aged
children
in the US
are dyslexic



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



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



#succeedwithdyslexia

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