

IMPLEMENTATION SUCCESS GUIDE

School and Districts



SPECIAL EDUCATION

**scanning[™]
pens**
UNITED STATES

WELCOME!

Congratulations on joining the Scanning Pens family to help promote reading!

Effective reading instruction is the first and best way to improve reading when students struggle. Scanning Pens acknowledges the dedication of educators who teach literacy skills every day.

This Implementation Success Guide will help determine the level of support needed to improve outcomes for students with Individualized Education Programs.

This guide also provides suggestions for gathering data that shows the qualitative and quantitative impact of our pens for reading support at school and at home. Collecting information before, during, and after implementation will give a better understanding of how the pens can improve access to:

- ✓ Vocabulary
- ✓ Comprehension
- ✓ Reading Fluency
- ✓ Background Knowledge
- ✓ Decoding
- ✓ Confidence and Independence

By following this guide, your team will achieve the following objectives:

- Develop strategies to achieve successful implementation of our Scanning Pens.
- Identify reasonable goals for the first year of implementation and beyond.
- Collect data to provide evidence of the pen's effectiveness.
- Anticipate any ongoing support needs for students with exceptionalities.

STEP 1

REVIEW AND DISCUSS

Gain knowledge of the pens to understand why they are a good fit for Special Education. We'll also be reviewing resources that will lead to a successful implementation

STEP 2

PLAN AND PREPARE

Identify the desired results that would like to be seen. Decide the evidence of learning and usage. How will data be tracked?

STEP 3

DEPLOY AND COLLECT

Begin using the pens! Track progress using preferred templates and tools as provided within this guide. Several options are included, and our team will work with you to tailor them to your needs.

STEP 4

EVALUATE AND REVISE

Review your data and share this with your Scanning Pens Representative. Decide what has worked well and make adjustments as needed.

STEP 1: REVIEW AND DISCUSS

In this section, we will do a quick review of the following:

- **Pen Features**
- **Supporting Special Education**
 - **Universal Design for Learning Framework**
 - **Social and Emotional Learning Guidelines**
 - **SETT**
- **Pen's Academic Impact**

Reviewing and understanding these fundamental resources will set the foundation to a successful implementation experience.

Pen Features

Our portable text-to-speech devices promote inclusive classrooms by making the curriculum accessible for all. Students with specific learning disabilities, cognitive impairments, attention needs, etc. are empowered to reach their literacy goals, preparing them for the future! Use the Reader 2 to support reading, define words, or scan text directly to a computer.



TEXT READER

- Improve comprehension
- Read faster and with accuracy
- Learn correct pronunciations
- Get 'unstuck' fast



DICTIONARY

- The dictionary is in the pen
- Stay on-task
- Refer to your word bank
- Gain deeper understanding



TEXT-TO-FILE

With Text-to-File Library you can:

- Save scanned text
- Transfer text to a computer
- Collaborate with others



RECORDER

- Record your thinking
- Record the teaching point
- Review saved information
- Create revision materials

STEP 1 - REVIEW AND DISCUSS




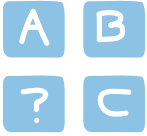


Supporting Special Education

Review the following concepts and better understand how they complement Special Education through usage of the pens.





Concept	Quick Review	How Does It Compliment Special Education Through Use of the Pen?	Beneficial Tools / Resources
Universal Design for Learning (UDL)	UDL is a teaching approach that accommodates all students' needs and abilities. The goal is to remove barriers in the learning process and provide all students with equal access to learning. Our pens help remove barriers, making them great supporters of UDL.	UDL Provides <ul style="list-style-type: none"> Engagement through text-to-speech, dictionary use, recorder, word repetition. Representation through visual, auditory, tactile. Action and Expression through fluency, word recognition, decoding. 	UDL Guidelines UDL Guidelines Checklist
Social-Emotional Learning Guidelines (SEL)	SEL is the process where individuals acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.	Social-Emotional Learning: <ul style="list-style-type: none"> Improves social-emotional skills and attitudes. Reduces anxiety, behavior problems, and lack of confidence. Supports long-term improvements in academic performance and social skills. 	SEL 101 Video Fundamentals of SEL
SETT Framework (Student Environments Tasks Tools)	The SETT framework is a four-part model used to promote collaborative decision-making in all phases of assistive technology implementation and use.	SETT Framework: <ul style="list-style-type: none"> Helps collaborative teams assign student-centered, useful, and task-focused assistive technology that fosters success for students Helps to ensure Free and Appropriate Public Education (FAPE) is being provided. 	SETT Checklist WATI Assessment Checklist

Pen's Academic Impact

Our pens can have a positive impact on the following academic skills (not to mention confidence!).

Impact	Activities	Pen Functions
<p>Comprehension</p> 	<p>Background Knowledge</p> <ul style="list-style-type: none"> This is done through direct instruction utilizing visuals and can be supported with use of the pen's dictionary. <p>Vocabulary (More Examples Under Concept: Vocabulary)</p> <ul style="list-style-type: none"> Can build vocabulary through scanning, listening, and learning the meaning of unknown words with use of the dictionary. Choose words to teach. Select a text with those words. Introduce one word at a time. Read the text. Student will repeat the word after the text is read. Have an activity to reinforce each new word. Have them say or draw the word again. <p>Literacy Knowledge</p> <ul style="list-style-type: none"> Anytime text is scanned, read loud, and highlighted, print concepts are supported. <p>Phonological Awareness</p> <ul style="list-style-type: none"> Given a list of words, scan, listen, and repeat each aloud. Find the words that rhyme (or don't rhyme). <p>Decoding (More Examples Under Concept: Decoding)</p> <ul style="list-style-type: none"> Listen to the segmented sounds, scan the word you hear. Example: "/d/ /o/ /g/." Presented with three cards with images and text, the student would then select the correct choice by scanning the word dog. Segment and blend the sounds independently. Check the answer by scanning the word. <p>Word Recognition (More Examples Under Concept: Word Recognition)</p> <ul style="list-style-type: none"> Identify sight words Have students scan known words 	<ul style="list-style-type: none"> Text Reader Dictionary Practice Mode
<p>Decoding</p> 	<p>Listen to the segmented sounds, scan, and word you hear. Example: "/d/ /o/ /g/." Presented with three cards with images and text, the student would then select the correct choice by scanning the word dog.</p> <p>Segment and blend the sounds. Check the answer by scanning the card.</p>	<ul style="list-style-type: none"> Text Reader Practice Mode
<p>Reading Stamina</p> 	<p>Use the pen for joy reading on the student's independent reading level. May try to use on frustration reading level pending student needs in fluency and comprehension.</p> <p>Use for tasks as the pens allow for less fatigue in trying to decode and struggling.</p>	<ul style="list-style-type: none"> Text Reader Dictionary Practice Mode
<p>Performance Tasks</p> 	<p>When asking a student to demonstrate a skill (aside from fluency and comprehension), allow use of the pen for read aloud. This includes, but isn't limited to:</p> <ul style="list-style-type: none"> Reading directions and instructions without teacher support Use throughout activity in which printed text needs to be read 	<ul style="list-style-type: none"> Text Reader Dictionary Practice Mode Scan-to-File

STEP 1 - REVIEW AND DISCUSS

Impact	Activities	Pen Functions
<p>Reading Fluency</p> 	<p>Reread favorite books using the pen. Learn a poem or rhyme. Scan, listen, and play on repeat as needed. Record reading on the pen. Practice. Echo read. Listen with the pen. Then repeat aloud with expression. Choral read with the pen (as the pen reads, speak with it).</p>	<ul style="list-style-type: none"> • Text Reader • Dictionary • Practice Mode
<p>Vocabulary</p> 	<p>Read the word, sentence, or passage. Find and scan unknown words. Read and write the definitions for each unknown word. When reading aloud, stop at new words and define them. Discuss. Can build vocabulary through scanning, listening, and learning the meaning of unknown words with use of the dictionary. Choose words to teach. Select a text with those words. Introduce one word at a time. Read the text. Student will repeat the word after the text is read. Have an activity to reinforce each new word. Have them say or draw the word again.</p>	<ul style="list-style-type: none"> • Text Reader • Dictionary • Practice Mode
<p>Word Recognition</p> 	<p>Listen to a word said aloud. Scan the word you hear. Use during sight word bingo. Read the sight word independently. Check by using the pen. Use in repeated readings / Reader's Theatre. Have students scan known words. For the words they don't know, they can use the pen to begin learning them.</p>	<ul style="list-style-type: none"> • Text Reader • Dictionary • Practice Mode
<p>Writing</p> 	<p>Can be used for proofreading/listening to a typed paper. Simply type, print, scan, listen, and correct. Use the recorder for writing guidance or recording thoughts.</p>	<ul style="list-style-type: none"> • Text Reader • Dictionary • Scan-to-File

QUESTIONS TO CONSIDER

1. How does using the pen impact inclusion and allow students to reintegrate with their peers?
2. How can the pen intrinsically motivate them to engage with content?
3. How can students build more confidence with the use of reader pens in multiple ways?
4. In what ways can your teachers be more strategic with how 1:1 time is structured?

STEP 2: PLAN AND PREPARE

With a better understanding of the pen, it's time to map out where and how the pens will be used!

Directions: Complete the following form to begin assessing your school/district needs.

1. Are Scanning Pens already in use in your school / district? YES NO
If yes, continue to #2.
If no, skip to #4

2. Record the existing inventory of pens.

Site Name	# of Pens	Staff Point of Contact

3. What needs are being addressed using these pens?

- | | |
|-----------------------|------------------|
| Reading Comprehension | Word Recognition |
| Vocabulary | Decoding |
| Fluency | Reading Stamina |

4. Are your needs being met? Contact your Scanning Pens Representative to discuss purchasing options!

5. What professional development is needed for staff implementation?

- | | |
|---------------|--|
| Pen Features | Support with Specific Groups of Students |
| Best Set-Up | Identifying Goals / Tracking Progress Other: |
| Best Practice | _____ |

6. What dates/times would be best to schedule this professional development?

STEP 2 - PLAN AND PREPARE

Short-term and long-term planning is a part of the process! There are many project management templates you can use to capture the below information. Click [here](#) for the template below!

Implementation Lead(s):	Responsibilities
Tom Smith	Maintain inventory of the pens, checking in/out to classrooms for usage, purchasing more pens as needed
Jennifer Williams	Tracking usage of the pen per classroom/teacher/student; collecting and maintaining data
John Taylor	Troubleshooting pen issues, liaising with your Scanning Pens Representative for training and support
<p>Month 1:</p> <ul style="list-style-type: none"> Identify students who will be using the pen and document which needs will be addressed. Determine goals Set up meeting cadence with Scanning Pens team regarding implementation progress check-ins. 	
<p>Month 2:</p> <ul style="list-style-type: none"> Track progress- frequency, duration, skills being addressed using the pen. This can be done using templates provided or directly in IEP documentation as the school/district deems appropriate. 	
<p>Month 3:</p> <ul style="list-style-type: none"> Review data collected so far with internal and Scanning Pens team. Continue to track progress and provide updates to Scanning Pens Representative on implementation progression and additional training support needed. 	
<p>Quarter 2:</p> <ul style="list-style-type: none"> Continue to track progress and provide updates to a Scanning Pens Representative on implementation progression and additional training support needed. At this point, you are approaching halfway through the year of your implementation. Identify key areas that are working well and where goals need to be adjusted or realigned. 	
<p>Quarter 3:</p> <ul style="list-style-type: none"> Continue to track progress and provide updates to Scanning Pens Representative on implementation progression and additional training support needed. 	
<p>Quarter 4:</p> <ul style="list-style-type: none"> Collect and analyze data with Scanning Pens Representative. Determine steps moving forward into Year 2 Implementation. 	



STEP 2 - PLAN AND PREPARE

ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN FOR STUDENT

STUDENT INFORMATION		
Student Name	Grade	School
Date	AT Plan Review Date	
Point of Contact		

EQUIPMENT	
Pen to Be Used (Reader 2, Exam Reader 2)	Status (owned by school, will purchase, borrow from)

IMPLEMENTATION TEAM	
Name (list all individuals who will implement the pen)	Role (teacher, parent/guardian, student, provider, etc.)

EQUIPMENT TASKS		
Task (i.e. order, set-up, customize devices, charge, etc.)	Person(s) Responsible	Date Due

STEP 2 - PLAN AND PREPARE

TRAINING				
Training Needed	Trainees	Trainer	When	Follow Up

CLASSROOM / HOME IMPLEMENTATION		
IEP Goal	Person(s) Responsible	How Data is Collected

Goals for the Pen

Whether you decide to focus on IEP goals, pen goals, or both - we're here to support you. We recommend creating SMART goals and/or objectives that specifically relate to pen usage for year one of implementation. Why? These provide quantitative data to support effectiveness!

Here are some goal examples:

Student will independently read selected academic based passages of moderate length (two pages), using text-to-speech software, and answer questions based on these passages with 80% or better accuracy. Baseline: 60%

Student will be able to use digital tools (e.g., text-to-speech, speech-to-text, graphic organizers) to support reading and writing tasks with increasing independence in 3 out of 4 trials as measured by data collection. Baseline: 1 out of 4 trials

Given a text-to-speech tool, Student will decrease the number of times he/she asks for material to be read aloud by 20% in two out of three trials as measured by frequency data collection. Baseline: 10x per hour

During small group, Student will increase his/her use of a text-to-speech tool from 1 times per 30 minutes to at least 3 times per 30 minutes as measured by duration data collection.

Need some more ideas? See below! You can always connect with our **Education Team**, too, for support.

- Phonics:
 - By the end of 60 days, and given cards showing upper-case and lower-case letters, student will be able to name the letter and its sound with 100% accuracy for all letters of the alphabet.
- Reading Fluency:
 - By the end of 90 days, and given a grade-level fiction text, Student will read 20 words per minute with 75% accuracy. Baseline: 10 words per minute with 50% accuracy.

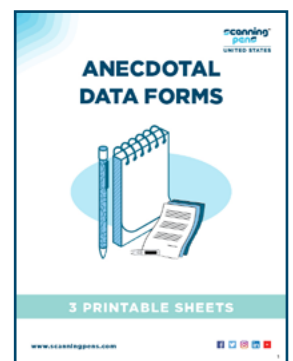
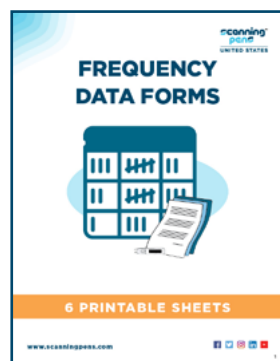
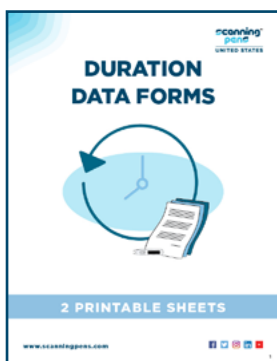
STEP 3 - DEPLOY AND COLLECT

In this section, we will focus on deployment of the pens. When you begin, you can track progress using preferred templates and tools provided within this guide. Several options are included, and our team will work with you to tailor them as needed.

3A. Distribute the pens for implementation!

3B. With your goals in focus, begin recording your data! Don't forget to include baseline data too! Simply click the images below to download the printable versions.

Tip: Want fillable forms that self-calculate? Contact madeline@scanningpens.com



3C. Need a simple data form that allows student's to self-reflect? Here are **Primary** and **Secondary** forms that may be useful!



3D. Want mini lessons that teach how to use the pens?



We have created a book called the **Helping Hand Detective Agency**. This resource helps students learn how to use the scanning pen in a fun and engaging setting through a series of activities ranging in complexity. Students will become familiar with the features even more by engaging in these activities. This book reads like a story and functions as a mini-unit by asking students to use various pen functions as they progress throughout the story.

STEP 4 - EVALUATE AND REVISE

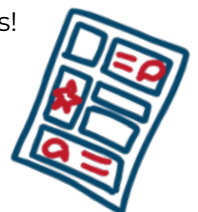
With all the data you've collected, it's time to see the results!

4A. Evaluate and review the data collected. Consider the following:

- What trends do you see?
- What significant impact have the pens had?
- What gaps are still unaddressed?
- Was the timeline enough? Is more time needed to determine efficacy?
- What were the common gains across usage of the pen?
- What challenges still remain?

4B. Schedule a meeting with your Scanning Pen Representative at key check points to go over the above information.

4C. Make adjustments to your implementation plan as needed to ensure student success!



LET'S SUMMARIZE

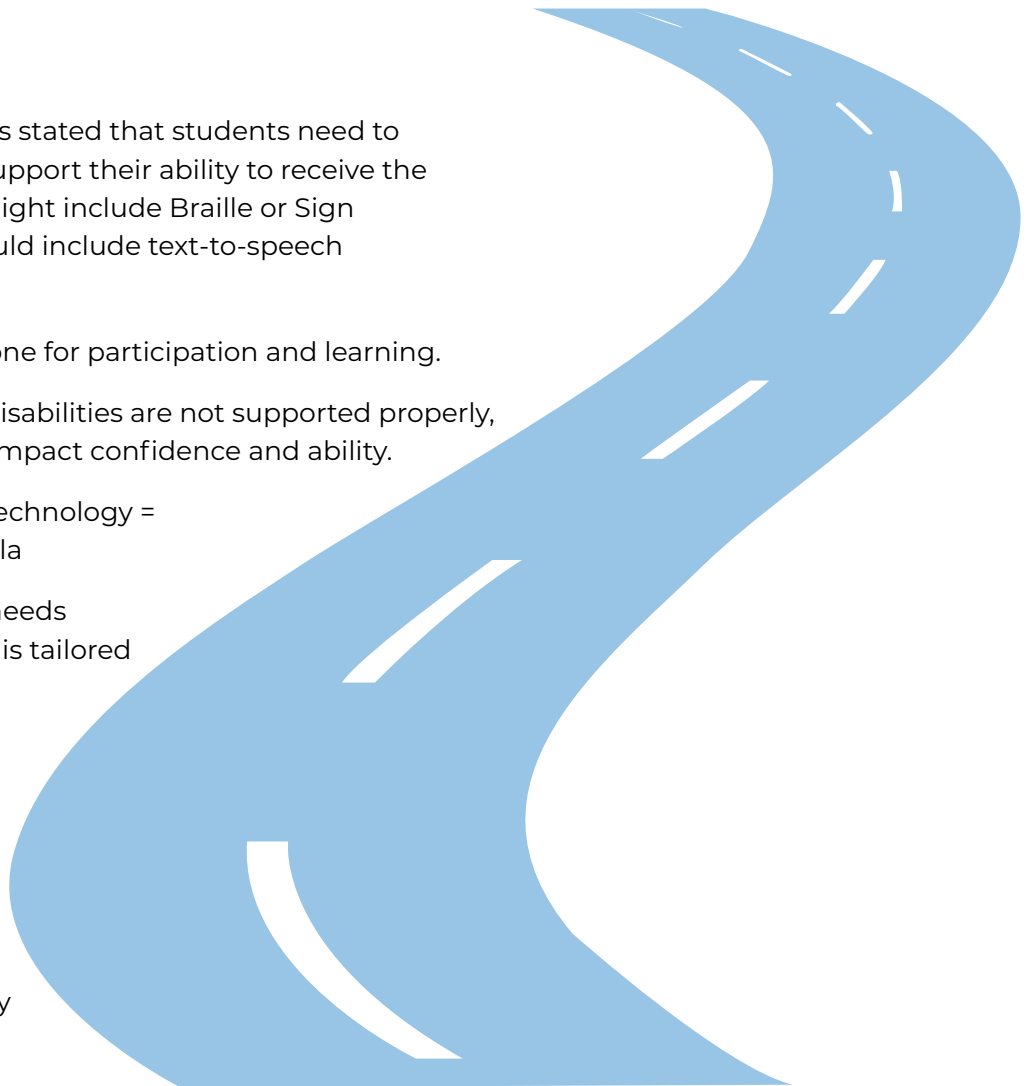
With all the tasks that Special Educators perform on a daily basis, we know that implementation can be overwhelming. Hopefully this guide has taken out any confusion and guesswork. Let's review what has been covered. Your school/district have the tools to:

- **REVIEW AND DISCUSS:** You've learned more about the pens and why they're a good fit for Special Education. You also reviewed concepts of UDL, SEL, SETT, and how the pens impact academic skills.
- **PLAN AND PREPARE:** By properly preparing, you can identify the results you would like to see from pen usage and determine how this data will be collected.
- **DEPLOY AND COLLECT:** In using the pens, you have the forms to track progress. And if you don't see what you need, simply let Scanning Pens know!
- **EVALUATE AND REVISE:** After reviewing your data with your Scanning Pens Representative, determine what has worked and what needs to be adjusted. Keep reaching for that success your school/district wants to see.

REMEMBER:

The Department of Education has stated that students need to receive access to tools that can support their ability to receive the curriculum. In some cases, this might include Braille or Sign Language. In other cases, this could include text-to-speech programs. Keep in mind:

- ✓ Accessibility is the cornerstone for participation and learning.
- ✓ If learning differences and disabilities are not supported properly, life-long repercussions will impact confidence and ability.
- ✓ Great Teaching + Assistive Technology = Accessibility Success Formula
- ✓ Every student with special needs should be given an IEP that is tailored to them.
- ✓ The IEP has to be reviewed regularly to ensure it continues to meet the needs of the student.
- ✓ Students should be given access to special accommodations when they need them as evidenced by data collection



Appendices

UDL Guidelines Checklist	Pgs. 16-22
SETT Checklist	Pgs. 23-24
WATI Assessment Checklist	Pgs. 25-26
Pen Implementation Management Template	Pg. 27
Assistive Technology Implementation Plan for Student	Pgs. 28-29
Duration Data Forms	Pgs. 30-33
Frequency Data Forms	Pgs. 34-41
Event Data Forms	Pgs. 42-45
Anecdotal Data Forms	Pgs. 46-50
Student Reflection Sheet Primary	Pg. 51
Student Reflection Sheet Secondary	Pg. 52
Sample Letter to Staff	Pg. 53
Sample Letter to Parents/Guardians	Pg. 54

Guideline 1: Provide options for perception

Checkpoint 1.1 - Offer ways of customizing the display of information:

Display information in a flexible format so that the following perceptual features can be varied:



- The size of text, images, graphs, tables, or other visual content.
- The contrast between background and text or image.
- The color used for information or emphasis.
- The volume or rate of speech or sound.
- The speed or timing of video, animation, sound, simulations, etc.
- The layout of visual or other elements.
- The font used for print materials.

Checkpoint 1.2 - Offer alternatives for auditory information.



- Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language.
- Provide visual diagrams, charts, notations of music or sound.
- Provide written transcripts for videos or auditory clips.
- Provide American Sign Language (ASL) for spoken English.
- Use visual analogues to represent emphasis and prosody (e.g., emoticons, symbols, or images).
- Provide visual or tactile (e.g., vibrations) equivalents for sound effects or alerts.
- Provide visual and/or emotional description for musical interpretation.

Checkpoint 1.3 - Offer alternatives for visual information.



- Provide descriptions (text or spoken) for all images, graphics, video, or animations.
- Use touch equivalents (tactile graphics or objects of reference) for key visuals that represent concepts.
- Provide physical objects and spatial models to convey perspective or interaction.
- Provide auditory cues for key concepts and transitions in visual information.
- Follow accessibility standards (NIMAS, DAISY, etc.) when creating digital text.
- Allow for a competent aide, partner, or “intervener” to read text aloud.
- Provide access to Text-to-Speech software.

Guideline 2: Provide options for language, mathematical expressions, and symbols

Checkpoint 2.1 - Clarify vocabulary and symbols.



- Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge.
- Provide graphic symbols with alternative text descriptions.
- Highlight how complex terms, expressions, or equations are composed of simpler words or symbols.
- Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations).
- Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect).

Checkpoint 2.2 - Clarify syntax and structure

- Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions, or narratives) through alternatives that:
 - Highlight structural relations or make them more explicit.
 - Make connections to previously learned structures.
 - Make relationships between elements explicit (e.g., highlighting the transition words in an essay, links between ideas in a concept map, etc.).

Checkpoint 2.3 - Support decoding of text, mathematical notation, and symbols.



- Allow the use of Text-to-Speech.
- Use automatic voicing with digital mathematical notation (Math ML).
- Use digital text with an accompanying human voice recording (e.g., Daisy Talking Books).
- Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs).
- Offer clarification of notation through lists of key terms.

Checkpoint 2.4 - Promote understanding across languages.



- Make all key information in the dominant language (e.g., English) also available in first languages (e.g., Spanish) for learners with limited-English proficiency and in ASL for learners who are deaf.
- Link key vocabulary words to definitions and pronunciations in both dominant and heritage languages.
- Define domain-specific vocabulary (e.g., “map key” in social studies) using both domain-specific and common terms.
- Provide electronic translation tools or links to multilingual glossaries on the web.
- Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc.).

Checkpoint 2.5 - Illustrate through multiple media

- Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, physical or virtual manipulative).
- Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams.

Guideline 3: Provide options for comprehension

Checkpoint 3.1 - Activate or supply background knowledge.

- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).
- Use advanced organizers (e.g., KWL methods, concept maps).
- Pre-teach critical prerequisite concepts through demonstration or models.
- Bridge concepts with relevant analogies and metaphors.
- Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom).

Checkpoint 3.2 - Highlight patterns, critical features, big ideas, and relationships.

- Highlight or emphasize key elements in text, graphics, diagrams, formulas.
- Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships.
- Use multiple examples and non-examples to emphasize critical features.
- Use cues and prompts to draw attention to critical features.
- Highlight previously learned skills that can be used to solve unfamiliar problems.

Checkpoint 3.3 - Guide information processing, visualization, and manipulation.

- Give explicit prompts for each step in a sequential process.
- Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations).
- Provide interactive models that guide exploration and new understandings.
- Introduce graduated scaffolds that support information-processing strategies.
- Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media).
- “Chunk” information into smaller elements.
- Progressively release information (e.g., sequential highlighting).
- Remove unnecessary distractions unless they are essential to the instructional goal.

Checkpoint 3.4 - Maximize transfer and generalization.



- Provide checklists, organizers, sticky notes, electronic reminders.
- Prompt the use of mnemonic strategies and devices (e.g., visual imagery, paraphrasing strategies, method of loci, etc.).
- Incorporate explicit opportunities for review and practice.
- Provide templates, graphic organizers, concept maps to support note-taking.
- Provide scaffolds that connect new information to prior knowledge (e.g., word webs, half-full concept maps).
- Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.).
- Provide explicit, supported opportunities to generalize learning to new situations (e.g., different types of problems that can be solved with linear equations, using physics principles to build a playground).
- Offer opportunities over time to revisit key ideas and linkages between ideas.

Principle II. Provide Multiple Means of Action and Expression

Guideline 4: Provide options for physical action

Checkpoint 4.1 -Vary the methods for response and navigation.

- Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.
- Provide alternatives for physically responding or indicating selections (e.g., alternatives to marking with pen and pencil, alternatives to mouse control).
- Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard.

Checkpoint 4.2 -Optimize access to tools and assistive technologies.

- Provide alternate keyboard commands for mouse action.
- Build switch and scanning options for increased independent access and keyboard alternatives.
- Provide access to alternative keyboards.
- Customize overlays for touch screens and keyboards.
- Select software that works seamlessly with keyboard alternatives and alt keys.

Guideline 5: Provide options for expression and communication

Checkpoint 5.1 - Use multiple media for communication.

- Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture, or video.
- Use physical manipulatives (e.g., blocks, 3D models, base-ten blocks).
- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations).
- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video.
- Solve problems using a variety of strategies.

Checkpoint 5.2 - Use multiple tools for construction and composition.



- Provide spellcheckers, grammar checkers, word prediction software.
- Provide Text-To-Speech software (voice recognition), human dictation, recording.
- Provide calculators, graphing calculators, geometric sketchpads, or pre-formatted graph paper.
- Provide sentence starters or sentence strips.
- Use story webs, outlining tools, or concept mapping tools.
- Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software.
- Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks).
- Use web applications (e.g., wikis, animation, presentation).

Checkpoint 5.3 - Build fluencies with graduated levels of support for practice and performance.



- Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.).
- Provide differentiated mentors (i.e., teachers/tutors who use different approaches to motivate, guide, feedback, or inform).
- Provide scaffolds that can be gradually released with increasing independence and skills (e.g., embedded into digital reading and writing software).
- Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners).
- Provide multiple examples of novel solutions to authentic problems.

Guideline 6: Provide options for executive functions

Checkpoint 6.1 - Guide appropriate goal-setting.

- Provide prompts and scaffolds to estimate effort, resources, and difficulty.
- Provide models or examples of the process and product of goal-setting.
- Provide guides and checklists for scaffolding goal-setting.
- Post goals, objectives, and schedules in an obvious place.

Checkpoint 6.2 - Support planning and strategy development.

- Embed prompts to “stop and think” before acting as well as adequate space
- Embed prompts to “show and explain your work” (e.g., portfolio review, art critiques)
- Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps
- Embed coaches or mentors that model think-alouds of the process
- Provide guides for breaking long-term goals into reachable short-term objectives

Checkpoint 6.3 - Facilitate managing information and resources.

- Provide graphic organizers and templates for data collection and organizing information.
- Embed prompts for categorizing and systematizing.
- Provide checklists and guides for note-taking.

Checkpoint 6.4 - Enhance capacity for monitoring progress.

- Ask questions to guide self-monitoring and reflection.
- Show representations of progress (e.g., before and after photos, graphs and charts showing progress over time, process portfolios).
- Prompt learners to identify the type of feedback or advice that they are seeking
- Use templates that guide self-reflection on quality and completeness.
- Provide differentiated models of self-assessment strategies (e.g., role-playing, video reviews, peer feedback).
- Use of assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples.

Principle III. Provide Multiple Means of Engagement

Guideline 7: Provide options for recruiting interest

Checkpoint 7.1 - Optimize individual choice and autonomy.

- Provide learners with as much discretion and autonomy as possible by providing choices in such things as:
 - The level of perceived challenge
 - The type of rewards or recognition available
 - The context or content used for practicing and assessing skills
 - The tools used for information gathering or production
 - The color, design, or graphics of layouts, etc.
 - The sequence or timing for completion of subcomponents of tasks.
- Allow learners to participate in the design of classroom activities and academic tasks.
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals.

Checkpoint 7.2 - Optimize relevance, value, and authenticity.

- Vary activities and sources of information so that they can be:
 - Personalized and contextualized to learners' lives.
 - Culturally relevant and responsive.
 - Socially relevant to age and ability appropriate.
 - Appropriate for different racial, cultural, ethnic, and gender groups.
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants.
- Provide tasks that allow for active participation, exploration, and experimentation.
- Invite personal response, evaluation and self-reflection to content and activities.
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways.

Checkpoint 7.3 - Minimize threats and distractions.

- Create an accepting and supportive classroom climate.
- Vary the level of novelty or risk.
 - Charts, calendars, schedules, visible timers, cues, etc. that can increase the predictability of daily activities and transitions.
 - Creation of class routines.
 - Alerts and previews that can help learners anticipate and prepare for changes in activities, schedules, and novel events.
 - Options that can, in contrast to the above, maximize the unexpected, surprising, or novel in highly routinized activities.
- Vary the level of sensory stimulation.
 - Variation in the presence of background noise or visual stimulation, noise buffers, number of features or items presented at a time
 - Variation in pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation. Involve all participants in whole class discussions.

Guideline 8: Provide options for sustaining effort and persistence

Checkpoint 8.1 - Heighten salience of goals and objectives.

- Prompt or require learners to explicitly formulate or restate goal.
- Display the goal in multiple ways.
- Encourage division of long-term goals into short-term objectives.
- Demonstrate the use of hand-held or computer-based scheduling tools.
- Use prompts or scaffolds for visualizing desired outcome.
- Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests.

Checkpoint 8.2 - Vary demands and resources to optimize challenge.

- Differentiate the degree of difficulty or complexity within which core activities can be completed.
- Provide alternatives in the permissible tools and scaffolds.
- Vary the degrees of freedom for acceptable performance.
- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition.

Checkpoint 8.3 - Foster collaboration and community.

- Create cooperative learning groups with clear goals, roles, and responsibilities.
- Create school-wide programs of positive behavior support with differentiated objectives and supports.
- Provide prompts that guide learners in when and how to ask peers and/or teachers for help.
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors).
- Construct communities of learners engaged in common interests or activities.
- Create expectations for group work (e.g., rubrics, norms, etc.).

Checkpoint 8.4 - Increase mastery-oriented feedback.

- Provide feedback that encourages perseverance, focuses on development of efficacy and self awareness, and encourages the use of specific supports and strategies in the face of challenge.
- Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance.
- Provide feedback that is frequent, timely, and specific.
- Provide feedback that is substantive and informative rather than comparative or competitive.
- Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success.

Guideline 9: Provide options for self-regulation

Checkpoint 9.1 - Promote expectations and beliefs that optimize motivation.

- Provide prompts, reminders, guides, rubrics, checklists that focus on:
 - Self-regulatory goals like reducing the frequency of aggressive outbursts in response to frustration.
 - Increasing the length of on-task orientation in the face of distractions.
 - Elevating the frequency of self-reflection and self-reinforcements.
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that take into account both strengths and weaknesses.
- Support activities that encourage self-reflection and identification of personal goals.

Checkpoint 9.2 - Facilitate personal coping skills and strategies.

- Provide differentiated models, scaffolds and feedback for:
 - Managing frustration.
 - Seeking external emotional support.
 - Developing internal controls and coping skills.
 - Appropriately handling subject specific phobias and judgments of “natural” aptitude (e.g., “how can I improve on the areas I am struggling in?” rather than “I am not good at math”) Use real life situations or simulations to demonstrate coping skills.

Checkpoint 9.3 - Develop self-assessment and reflection.

- Offer devices, aids, or charts to assist individuals in learning to collect, chart and display data from their own behavior for the purpose of monitoring changes in those behaviors.
- Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely.

The UDL Guidelines began as a project of the National Center on Accessing the General Curriculum (NCAC), a cooperative agreement between the Center for Applied Special Technology (CAST) and the U.S. Department of Education, Office of Special Education Programs (OSEP), Cooperative Agreement No. h424H990004. The contents of this document do not necessarily reflect the views or policies of the U.S. Department of Education, nor does this acknowledgement imply endorsement by the U.S. Government.

ASSISTIVE TECHNOLOGY CONSIDERATION: STUDENT, ENVIRONMENT, TASKS AND TOOLS (SETT)

An Assistive Technology Device is any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. An Assistive Technology Service is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. IDEA, 2004 P.L. 108-446, Section 602

Student: _____ Grade/Age: _____ School Building: _____ District: _____
 Contact/Case Manager: _____ Email: _____ Date: _____
 Team Participants (Names/Titles): _____

AT Consideration: Select the instructional or access areas in which the student is experiencing difficulty completing daily tasks and/or goals.

Y N Written Expression	Y N Spelling	Y N Reading	Y N Math
Y N Study/Organizational Skills	Y N Listening	Y N Communication	Y N Seating/Positioning
Y N Daily Living Activities	Y N Recreation and Leisure	Y N Vision	Y N Mobility
Y N Environmental Control	Y N Hearing	Y N Pre-Vocational/Vocational	Y N Other - Specify:

If yes (and linked to an IEP goal, identify that goal(s): _____

STUDENT: What are the students needs?	ENVIRONMENT: Classes and situations where help is needed.	TASKS: What are the tasks that the student needs to be able to accomplish daily?	TOOLS: (Complete Last) What AT tools or services will address these tasks?

Conclusion: Circle one of the three boxes.

Student's needs are being met WITHOUT assistive technology => "considered but not needed" on IEP	Student's needs are being met WITH assistive technology => List items and related and support services on IEP	AT concerns continue to exist => Further assessment necessary
--	---	---

THESE ARE THE QUESTIONS A TEAM SHOULD ASK ITSELF WHEN CONSIDERING AT FOR A STUDENT.

Concerning the <u>STUDENT</u>	The Student's learning <u>ENVIRONMENTS</u>	The <u>TASKS</u> the student is being asked to complete	The <u>TOOLS</u> the student has <u>or may need to complete the tasks</u>
<ul style="list-style-type: none"> • What does the Student need to do? • What are the Student's special needs? • What are the Student's current abilities? 	<ul style="list-style-type: none"> • What materials and equipment are currently available in the environment? • What is the physical arrangement? Are there special concerns? • What is the instructional arrangement? Are there likely to be changes? • What supports are available to the student? • What resources are available to the people supporting the student? 	<ul style="list-style-type: none"> • What naturally occurring activities take place in the environment? • What is everyone else doing? • What activities support the student's curricular goals? • What are the critical elements of the activities? • How might the activities be modified to accommodate the student's special needs? • How might technology support the student's active participation in those activities? 	<ul style="list-style-type: none"> • What no tech, low tech, mid tech and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments? • What strategies might be used to invite increased student performance? • How might these tools be tried out with the student in the customary environments in which they will be used? • Does the student require accessible, alternate format versions of printed textbooks and printed core materials?

WATI ASSISTIVE TECHNOLOGY ASSESSMENT CHECKLIST

SEATING, POSITIONING AND MOBILITY

- _ Standard seat/workstation at correct height and depth
- _ Modifications to standard seat or desk
- _ Alternative chairs
- _ Adapted/alternate chair, stander
- _ Custom fitted wheelchair or insert

MOBILITY

- _ Walking devices - crutches/walker
- _ Grab bars and rails
- _ Manual wheelchair
- _ Powered scooter, toy car or cart
- _ Powered wheelchair w/ joystick or other control
- _ Adapted vehicle for driving

COMMUNICATION

- _ Concrete Representation
- _ Simple speech generating device
- _ Speech generating device with levels
- _ Speech generating device with icon sequencing
- _ Speech generating device with dynamic display
- _ Text based device with speech synthesis

COMPUTER ACCESS

- _ Positioning of student
- _ Standard Keyboard/Mouse with accessibility/access features built into the operating system
- _ Standard Keyboard/Mouse with Adaptations
- _ Rate Enhancement
- _ Alternate Keyboard/Mouse
- _ On-screen keyboard
- _ Voice recognition software
- _ Eye Gaze
- _ Morse Code
- _ Switch Access

MOTOR ASPECTS OF WRITING

- _ Environmental and seating adaptations
- _ Variety of pens/pencils
- _ Adapted pen/pencil
- _ Writing templates
- _ Prewritten words/phrases
- _ Label maker
- _ Portable word processor
- _ Computer with accessibility features
- _ Computer with word processing software
- _ Alternative keyboards
- _ Computer with scanner
- _ Computer with word prediction
- _ Computer with voice recognition software

COMPOSITION OF WRITTEN MATERIAL

- _ Picture Supports to write from/about
- _ Pictures with words
- _ Words Cards/Word Banks/Word Wall
- _ Pocket Dictionary/ thesaurus
- _ Written templates and Guides
- _ Portable, talking spellcheckers/dictionary/thesaurus
- _ Word processing software
- _ Word prediction software
- _ Digital templates
- _ Abbreviation expansion
- _ Word processing with digital support
- _ Talking word processing
- _ Multimedia software with alternative expression of ideas
- _ Tools for citations and formats
- _ Voice recognition software

READING

- _ Book adapted for access
- _ Low-tech modifications to text
- _ Handheld device to read individual words
- _ Use of pictures/symbols with text
- _ Electronic text
- _ Modified electronic text
- _ Text reader
- _ Scanner with OCR and text reader
- _ Text reader with study skill support

MATHEMATICS

- _ Math manipulatives
- _ Low-tech physical access
- _ Abacus/math-line
- _ Adapted math paper
- _ Adapted math tools
- _ Math "smart chart"
- _ Math scripts
- _ Math tool bars
- _ On-screen calculator
- _ Alternative keyboards/portable math processors
- _ Virtual manipulatives
- _ Math software and web simulations
- _ Voice recognition math software

SELF-MANAGEMENT

- _ Sensory regulation tools
- _ Movement and deep pressure tools
- _ Fidgets
- _ Auditory Reminders
- _ Visuals

INFORMATION MANAGEMENT

- _ Tabs
- _ Sticky Notes
- _ Highlighters
- _ Key Words
- _ Study Guides

WATI ASSISTIVE TECHNOLOGY ASSESSMENT CHECKLIST

- _ Task Analysis
- _ Digital Highlighter and Sticky Notes
- _ Handheld Scanner/electronic extraction
- _ Study grid generators/grading rubrics
- _ Online search tools
- _ Online web tracker
- _ Online sorting file tools
- _ Digital Graphic Organizer
- _ Online manipulatives, interactive, tutorials, animations

TIME MANAGEMENT

- _ Checklist
- _ Paper planners/Calendars
- _ Visual Schedules
- _ Portable, adapted timekeepers
- _ Electronic reminders
- _ Digital planners
- _ Web-based planning tools

MATERIAL MANAGEMENT

- _ Low-tech organizers
- _ Checklists
- _ Container System
- _ Coding System
- _ Electronic filing and storage
- _ Portable electronic storage
- _ Computer-based tools
- _ Tactile measuring devices
- _ Abacus
- _ Talking calculator

- _ Models or 2D and 3D geometric shapes
- _ Tiger embossed, PIAF Tactile representation

VISION - COMPUTER ACCESS

- _ Color scheme
- _ Large operating system features
- _ Built-in magnification
- _ Fully-featured magnification
- _ Screen reader
- _ Screen reader with Braille device

VISION - READING

- _ Glasses
- _ Color Filter
- _ Slant-board
- _ Large print
- _ Optical Magnifier
- _ Electronic Magnifier
- _ CCTV
- _ Monocular
- _ CCTV with distance camera
- _ Audio text
- _ Computer-based reading software
- _ Electronic Braille note-taker

VISION - MATHEMATICS

- _ Large print measuring tools
- _ Large key calculator
- _ Tactile measuring

VISION - WRITING

- _ High contrast pen
- _ Portable word processing device
- _ Typing with audio support
- _ Braille writer
- _ Typing with Braille support
- _ Electronic Braille note taker
- _ Voice recognition

VISION - MOBILITY

- _ Cane
- _ Monocular
- _ Braille/Talking compass
- _ Electronic travel device
- _ GPS device

VISIONS - PICTORIAL INFORMATION

- _ Enlarged format
- _ CCTV
- _ Models or objects
- _ Tactile graphics
- _ Tactile-audio graphics

VISION - NOTE TAKING

- _ Slate and stylus
- _ Tape or digital recording device
- _ Computer-based recording software
- _ Electronic Braille note taker

HEARING - TECHNOLOGY

- _ FM
- _ Infrared
- _ Induction Loop
- _ 1:1 Communicators
- _ Personal amplification

HEARING - COMMUNICATION

- _ Telecommunication supports
- _ Closed captioning
- _ Person to person
- _ Classroom/group activities
- _ Voice to text/sign
- _ Real-time captioning

Pen Implementation Management Template

Implementation Lead(s):	Responsibilities

ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN FOR STUDENT

STUDENT INFORMATION		
Student Name	Grade	School
Date	AT Plan Review Date	
Point of Contact		

EQUIPMENT	
Pen to Be Used (Reader 2, Exam Reader 2)	Status (owned by school, will purchase, borrow from)

IMPLEMENTATION TEAM	
Name (list all individuals who will implement the pen)	Role (teacher, parent/guardian, student, provider, etc.)

EQUIPMENT TASKS		
Task (i.e. order, set-up, customize devices, charge, etc.)	Person(s) Responsible	Date Due

TRAINING				
Training Needed	Trainees	Trainer	When	Follow Up

CLASSROOM / HOME IMPLEMENTATION		
IEP Goal	Person(s) Responsible	How Data is Collected

DURATION DATA FORMS



2 PRINTABLE SHEETS

HOW TO USE:

PURPOSE:

These forms are to help you collect duration, or the amount of time a student is engaged in the behavior of interest. This can help establish behaviors and trends.

What's Included:	Page
Option 1	3
Option 2	4

STEPS:

1. Decide if you are going to use a clock, timer, or a stopwatch.
2. Start the timer or stopwatch (or look at the clock) when the behavior begins; record the time.
3. Stop the timer or stopwatch (or look at the clock) when the behavior ends; record the time.
4. Record the length of the time (the duration) of the behavior.
5. Repeat steps for each occurrence of the behavior.
6. Total the duration of occurrences.
7. Average the time at the end of the observation.

$$\text{Total Duration} / \text{Total Number of Occurrences} = \text{Average Duration}$$

TIPS AND TRICKS:

- Combine this method with event data collection to get a more complete “picture” of the behavior and its impact.
- A stop-watch is the most accurate measure of time.

DURATION DATA: OPTION 1

Student: _____

Observer: _____

Target Behavior: _____

Definition/Description of When Behavior Starts:

Definition/Description of When Behavior Ends:

Date	Start Time	End Time	Duration
Total =			
Average =			
<i>Total Duration / Total Number of Dates (Occurrences)</i>			

Notes:

DURATION DATA: OPTION 2

Student: _____ Date: _____

Class/Teacher: _____ Observer: _____

Time of Day: _____ Length of Observation: _____

Definition/Description of Behavior Observed:

Time Behavior Starts	Time Behavior Ends	Duration
Total =		
Average =		
<i>Total Duration / Total Number of Dates (Occurrences)</i>		

FREQUENCY DATA FORMS



6 PRINTABLE SHEETS

HOW TO USE:

PURPOSE:

These forms are to help you collect frequency, or the number of times an event occurs in a specific length of time. This can help establish behaviors and trends.

What's Included:	Page
Daily (30-minute intervals)	3
Daily (blank)	4
Class Periods (Periods 1-9)	5
Class Periods (blank)	6
Weekly (30-minute intervals)	7
Weekly (blank)	8

STEPS:

- Decide what behavior you are observing. Be specific about the behavior you want to collect data on.
 - The pen being used (i.e. student is engaging with the pen).
 - How many times the student asks for help.
- Collect baseline data on the behavior you are observing.
- Each type of sheet has two versions. The first form is filled out while the second form is blank. Use what works for you!
- The formula for determining frequency is:

$$\text{Subtotal of Tallies (Behavior)} / \text{Total Time Observed} = \text{Frequency}$$

FREQUENCY DATA: DAILY

Student: _____ Date: _____

Observer: _____ Behavior: _____

Time	Tally Mark(s)	Total
7:00-7:30 AM		
7:30-8:00 AM		
8:00-8:30 AM		
8:30-9:00 AM		
9:00-9:30 AM		
9:30-10:00 AM		
10:00-10:30 AM		
10:30-11:00 AM		
11:00-11:30 AM		
11:30-12:00 PM		
12:00-12:30 PM		
12:30-1:00 PM		
1:00-1:30 PM		
1:30-2:00 PM		
2:00-2:30 PM		
2:30-3:00 PM		
3:00-3:30 PM		
3:30-4:00 PM		
$\frac{\text{Subtotal}}{\text{Total Time}} = \text{Frequency}$		Subtotal:

FREQUENCY DATA: DAILY

Student: _____ Date: _____

Observer: _____ Behavior: _____

Time	Tally Mark(s)	Total
$\frac{\text{Subtotal}}{\text{Total Time}} = \text{Frequency}$		Subtotal:

FREQUENCY DATA: CLASS PERIODS

Student: _____ Date: _____

Observer: _____ Behavior: _____

Class	Tally Marks	Total	Time Observed	Notes
Period 1				
Period 2				
Period 3				
Period 4				
Period 5				
Period 6				
Period 7				
Period 8				
Period 9				

$$\frac{\text{Subtotal}}{\text{Total Time}} = \text{Frequency}$$

FREQUENCY DATA: CLASS PERIODS

Student: _____ Date: _____

Observer: _____ Behavior: _____

Class	Tally Marks	Total	Time Observed	Notes

$$\frac{\text{Subtotal}}{\text{Total Time}} = \text{Frequency}$$

FREQUENCY DATA: WEEKLY

Student: _____ Date: _____

Observer: _____ Behavior: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:30 AM					
7:30-8:00 AM					
8:00-8:30 AM					
8:30-9:00 AM					
9:00-9:30 AM					
9:30-10:00 AM					
10:00-10:30 AM					
10:30-11:00 AM					
11:00-11:30 AM					
11:30-12:00 PM					
12:00-12:30 PM					
12:30-1:00 PM					
1:00-1:30 PM					
1:30-2:00 PM					
2:00-2:30 PM					
2:30-3:00 PM					
3:00-3:30 PM					
3:30-4:00 PM					
Subtotal:					

$$\frac{\text{Subtotal}}{\text{Total Time}} = \text{Frequency}$$

FREQUENCY DATA: WEEKLY

Student: _____ Date: _____

Observer: _____ Behavior: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Subtotal:					

$$\frac{\text{Subtotal}}{\text{Total Time}} = \text{Frequency}$$

EVENT DATA FORMS



2 PRINTABLE SHEETS

HOW TO USE:

PURPOSE:

These forms are to help you collect event recording data, or behaviors you want to see a rate of occurrence during a specific time period. This can help establish behaviors and trends.

What's Included:	Page
Option 1	3
Option 2	4

STEPS:

1. Record the time the observation begins.
2. Write a tally mark for each occurrence of the behavior.
3. Record the time the observation ends.
4. Count the number of tally marks (occurrences); record the total number.
5. Calculate the length of observation and rate of occurrences

$$\text{Number of Occurrences During the Time Period} / \text{Length of Observation} = \text{Rate}$$

TIPS AND TRICKS:

- Determine if the behavior occurs as an isolated event or occurs across settings (e.g., different subjects, in different classrooms, different times of the school day).
- Make sure each observation is the same length of time.

EVENT DATA: OPTION 1

Student: _____ Date: _____

Class/Teacher: _____ Observer: _____

Time of Day: _____ Length of Observation: _____

Definition/Description of Behavior Observed:

Time	Tally Marks (Occurrences)	Total Occurrences	Rate = #/Time
Start Time: End Time:			
Start Time: End Time:			
Start Time: End Time:			
Start Time: End Time:			
Start Time: End Time:			
Start Time: End Time:			
Start Time: End Time:			
Start Time: End Time:			
Start Time: End Time:			

EVENT DATA: OPTION 2

Student: _____

Class/Teacher: _____ Observer: _____

Time of Day: _____ Length of Observation: _____

Target Behavior: _____

Date	Observation	Tally Marks for Each Occurrence	Total Number of Occurrences	Rate = #/Time
	Start Time: End Time:			
	Start Time: End Time:			
	Start Time: End Time:			
	Start Time: End Time:			
	Start Time: End Time:			
	Start Time: End Time:			
	Start Time: End Time:			
	Start Time: End Time:			
	Start Time: End Time:			
	Start Time: End Time:			

Average Number of Occurrences: _____

Average Rate: _____

Notes:

ANECDOTAL DATA FORMS



3 PRINTABLE SHEETS

HOW TO USE:

PURPOSE:

These forms are to help you collect anecdotal or evidence-based data only on personal observation. Such data is collected in a casual or non-systematic manner. This can help establish behaviors and trends.

What's Included:	Page
Option 1	3
Option 2	4
Option 3	5

STEPS:

1. Record the date.
2. Note any observations related to the pen, which may include:
 - a. when it is being used.
 - b. what features are being used (i.e. scanner, dictionary, recorder).
 - c. student's demeanor during the activity observed.
 - d. student's independence while using the pen.

TIPS AND TRICKS:

- Anecdotal data and other subjective measures are not appropriate for monitoring student progress and should not be the basis of a progress monitoring system. However, such notes are appropriate when used with other means of data.

ANECDOTAL DATA: OPTION 1

Student: _____

Observer: _____

Date	
Observations	
Instructional Support	
Date	
Observations	
Instructional Support	
Date	
Observations	
Instructional Support	

ANECDOTAL DATA: OPTION 2

Student: _____

Class/Teacher: _____ Observer: _____

Target Behavior: _____

Date	Time	Setting	Notes

ANECDOTAL DATA: OPTION 3

Student: _____

Class/Teacher: _____ Observer: _____

Target Behavior: _____

///	///	///	///	///

///	///	///	///	///

///	///	///	///	///

COLLECT AND REFLECT: PRIMARY



Student Name: _____

Date: _____

STUDENT REFLECTION SHEET

Complete this survey with your students in Week 0 and Week 4 of your Scanning Pens trial. Use the results in your decision making process.



Strongly Agree
Level 1



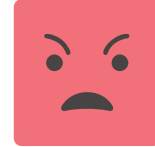
Agree
Level 2




Neutral
Level 3



Disagree
Level 4



Strongly Disagree
Level 5

						
Q1.	I enjoy reading for fun.					
WEEK 0	Before using a pen					
WEEK 4	After					
Q2.	I am a confident reader.					
WEEK 0	Before using a pen					
WEEK 4	After					
Q3.	I can read the same things as my peers.					
WEEK 0	Before using a pen					
WEEK 4	After					
Q4.	I don't feel anxious about reading.					
WEEK 0	Before using a pen					
WEEK 4	After					
Q5.	I get the support that I need for reading.					
WEEK 0	Before using a pen					
WEEK 4	After					
Q6.	I find looking up words easy.					
WEEK 0	Before using a pen					
WEEK 4	After					
Q7.	I read to learn new things.					
WEEK 0	Before using a pen					
WEEK 4	After					

COLLECT AND REFLECT: SECONDARY



Student Name: _____

Date: _____

STUDENT REFLECTION SHEET

Complete this survey with students in Week 0 and Week 4 of your Scanning Pens trial. Use the results in your decision making process.



Strongly Agree



Agree



Neutral



Disagree



Strongly Disagree

Q1.	I understand what words mean.	1	2	3	4	5
WEEK 0	Before using a pen					
WEEK 4	After					
Q2.	I understand what I read.	1	2	3	4	5
WEEK 0	Before using a pen					
WEEK 4	After					
Q3.	I can complete my work without asking for help.	1	2	3	4	5
WEEK 0	Before using a pen					
WEEK 4	After					
Q4.	It is easy for me to read.	1	2	3	4	5
WEEK 0	Before using a pen					
WEEK 4	After					
Q5.	I feel confident when reading.	1	2	3	4	5
WEEK 0	Before using a pen					
WEEK 4	After					
Q6.	I can finish my work on time.	1	2	3	4	5
WEEK 0	Before using a pen					
WEEK 4	After					
Q7.	I am easily distracted when reading.	1	2	3	4	5
WEEK 0	Before using a pen					
WEEK 4	After					

SAMPLE LETTER TO TEACHERS AND STAFF

Use this letter to communicate about the benefits of using the C-Pen Reader 2™ at school

Hello, all!

Our school is implementing the use of the C-Pen Reader 2™. This assistive technology tool is a portable text-to-speech support for printed texts. You can learn more about it at www.scanningpens.com.

Please encourage students to use the pens if they are striving readers, learners with dyslexia, English Language Learners, or students with 504 or IEP plans for reading. We hope students will build confidence and independence with print-based reading activities!

More information and training will come soon!

Sincerely,

SAMPLE LETTER TO PARENTS/GUARDIANS

Use this letter to communicate about the benefits of using the C-Pen Reader 2™ both at school and at home.

Dear Parent or Guardian,

We use many tools at school to help support learning. Your child will be participating in the use of an assistive technology tool called the C-Pen Reader 2™. This is to help her/him when reading print-based text.

The pen is a portable text-to-speech device that your child can use at school and at home. It can help when reading sentences or difficult words in books or in homework. It can read, translate, provide definitions of words, and more!

Your child will receive training and support using the pen while at school. At home, please encourage use of the Reader 2™ with homework, math word problems, definitions of unknown words, or anything your child feels will support reading.

We hope this new tool fosters your child's engagement, confidence, and independence with reading related tasks.

Please contact your child's teacher if you have questions. You can learn more about Scanning Pens by visiting this website: www.scanningpens.com.

Sincerely,