

# IMPLEMENTATION AND USER GUIDE

**C-PEN**  
**READER 2™**

**C-PEN**  
**EXAMREADER 2™**

**LINGOPEN™**



**IMPROVES RESULTS AND BOOSTS SELF-CONFIDENCE**



**ALLOWS STUDENTS TO READ INDEPENDENTLY**



**PROMOTES INDEPENDENT LEARNING AND REDUCES RELIANCE ON THE TEACHER**



# 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](https://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.

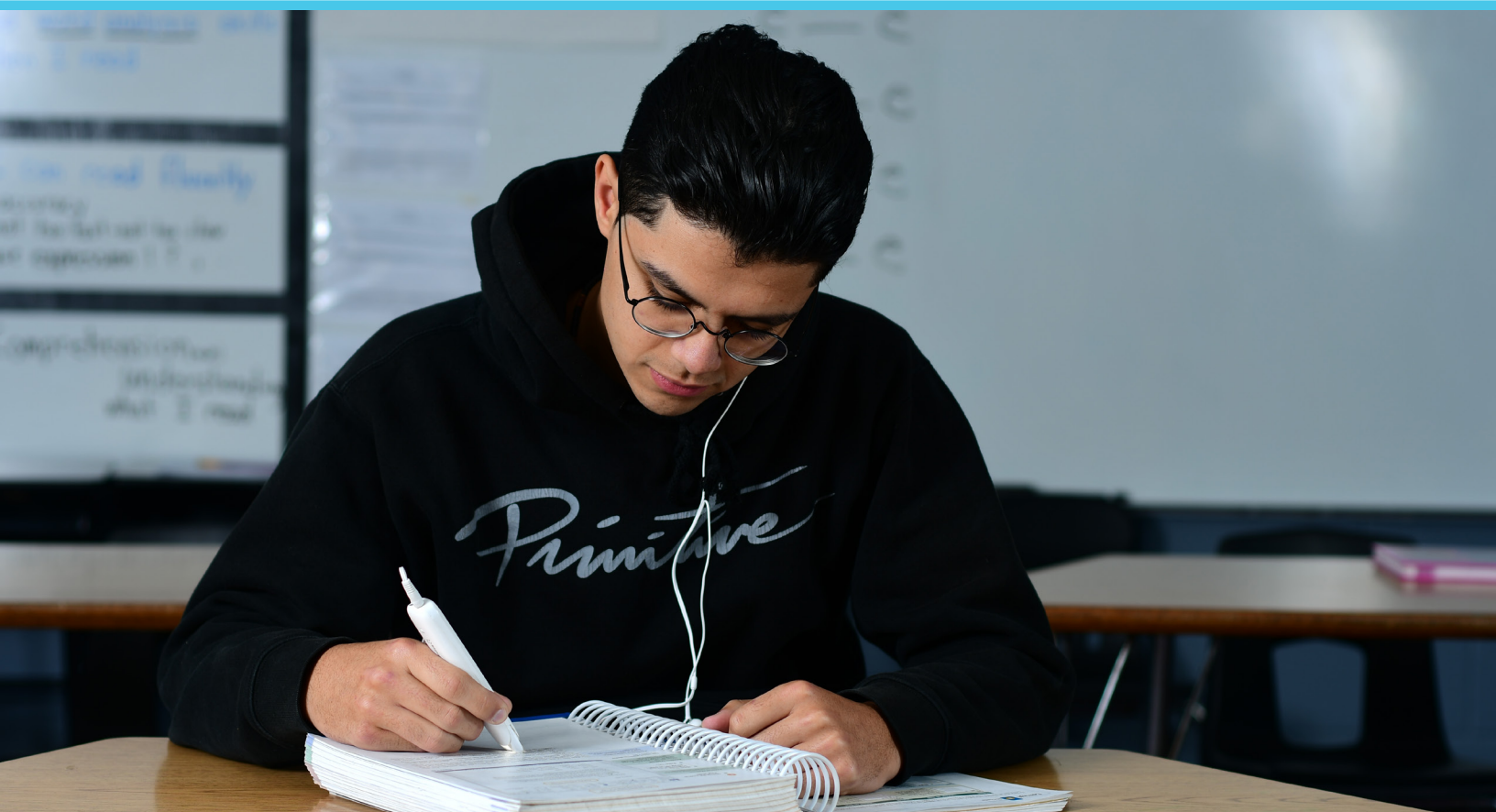
**Congratulations on joining the tens of thousands of schools & colleges worldwide that are actively using the C-Pen Reader 2™ or C-Pen Exam Reader 2™ to promote positive reading strategies for reluctant readers.**

The **C-Pen Reader 2™** is a significant 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 aloud with an English, French or Spanish human-like digital voice. For more information, visit [www.readerpen.com](http://www.readerpen.com).

The **C-Pen Exam Reader 2™** is approved by assessment and curriculum boards nationwide for use during standardized tests. This may or may not require prior approval so always ask your exam board for the accommodations list. The College Board of Services for Students with Disabilities approves the C-Pen Exam Reader 2™; when submitting for a text-to-speech accommodation select “Other” to enter a description of the scanning pen accommodation being requested. The C-Pen Exam Reader 2™ is available for use if the student’s IEP says ‘text to speech’ or ‘portable text to speech’. For more information, visit [www.examreader.com](http://www.examreader.com).

A **LingoPen™** is also available for language learning. This pen translates in 8 different languages, visit [www.cpenlingo.com](http://www.cpenlingo.com).

Whether you are taking advantage of our free trial program or rolling out the classroom set of pens across your school or district, this guide is full of helpful information about the pens, how to use them, and ideas for affordable implementation.



## TRIAL

WHAT'S IN THE BOX? _____	5
MENU GUIDES _____	6
GETTING STARTED _____	10
TIPS FOR A SUCCESSFUL TRIAL _____	11
STEPS TO SUCCESS _____	12
TRIAL CHECKLIST _____	13
STUDENT REFLECTION SHEET _____	14

## IMPLEMENTATION

FREQUENTLY ASKED QUESTIONS _____	15
DYSLEXIA IN THE CLASSROOM - A REFLECTION TOOL _____	16
SAMPLE LETTER TO PARENT/GUARDIAN _____	17
IMPLEMENTING A SCANNING PEN ROLL OUT _____	18

## RESOURCES

USEFUL LINKS _____	19
TESTIMONIALS _____	20
#SUCCEEDWITHDYSLEXIA _____	21



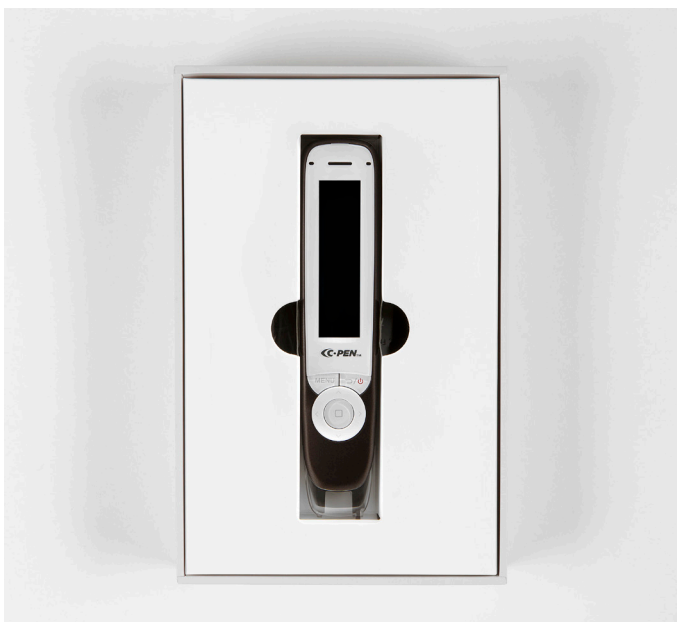
**C-PEN**  
**READER 2™**



**C-PEN**  
**EXAMREADER 2™**



**LINGOPEN™**



**READERPEN SECURE™**



**IN THE BOX YOU  
WILL RECEIVE:**

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



EAR BUDS



CARRY CASE



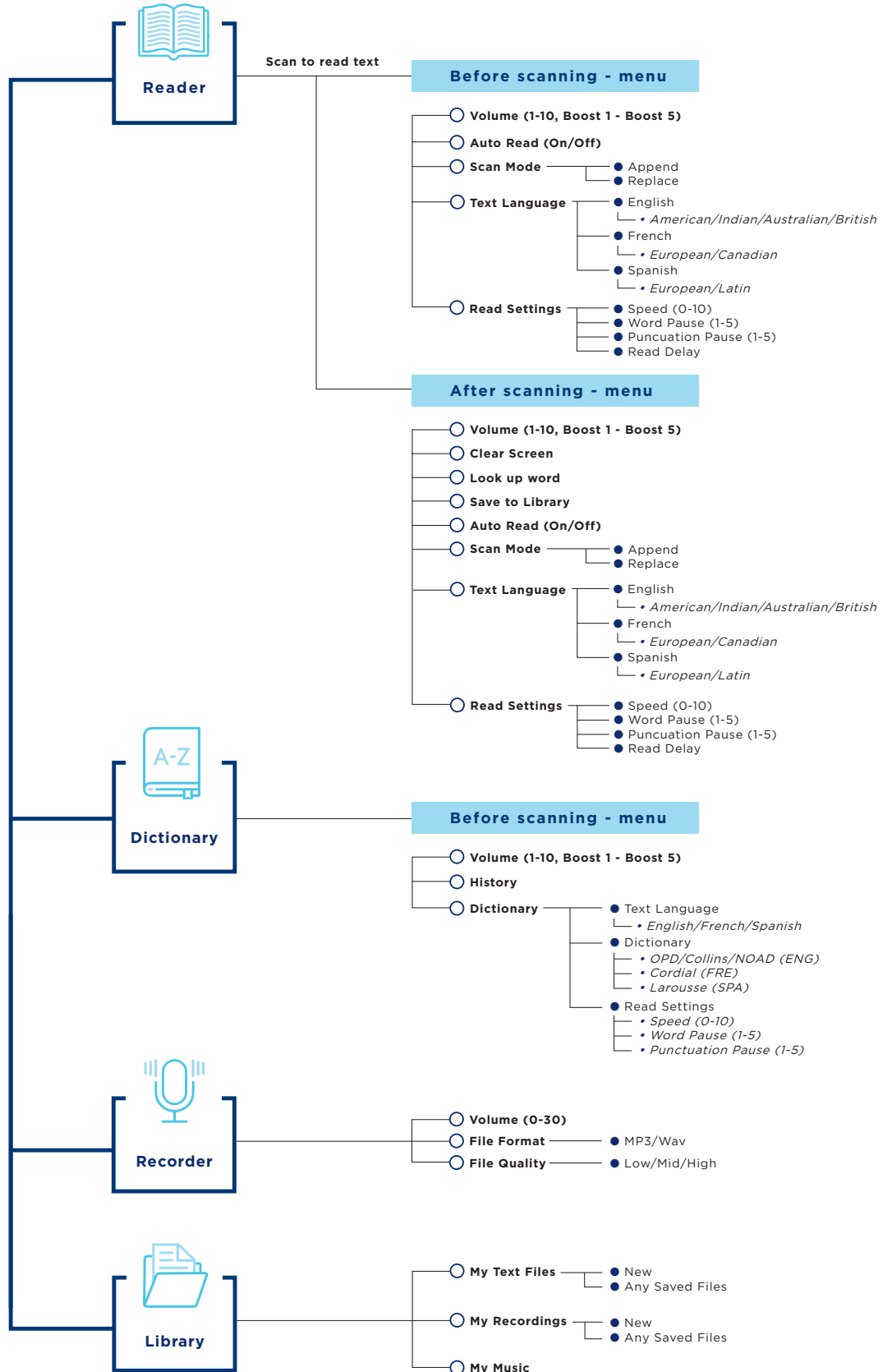
USB CABLE



QUICK START GUIDE

# C-PEN READER 2™

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



# C-PEN EXAMREADER 2™

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



**MAIN MENU**



Scan to read text



**Before scanning - menu**

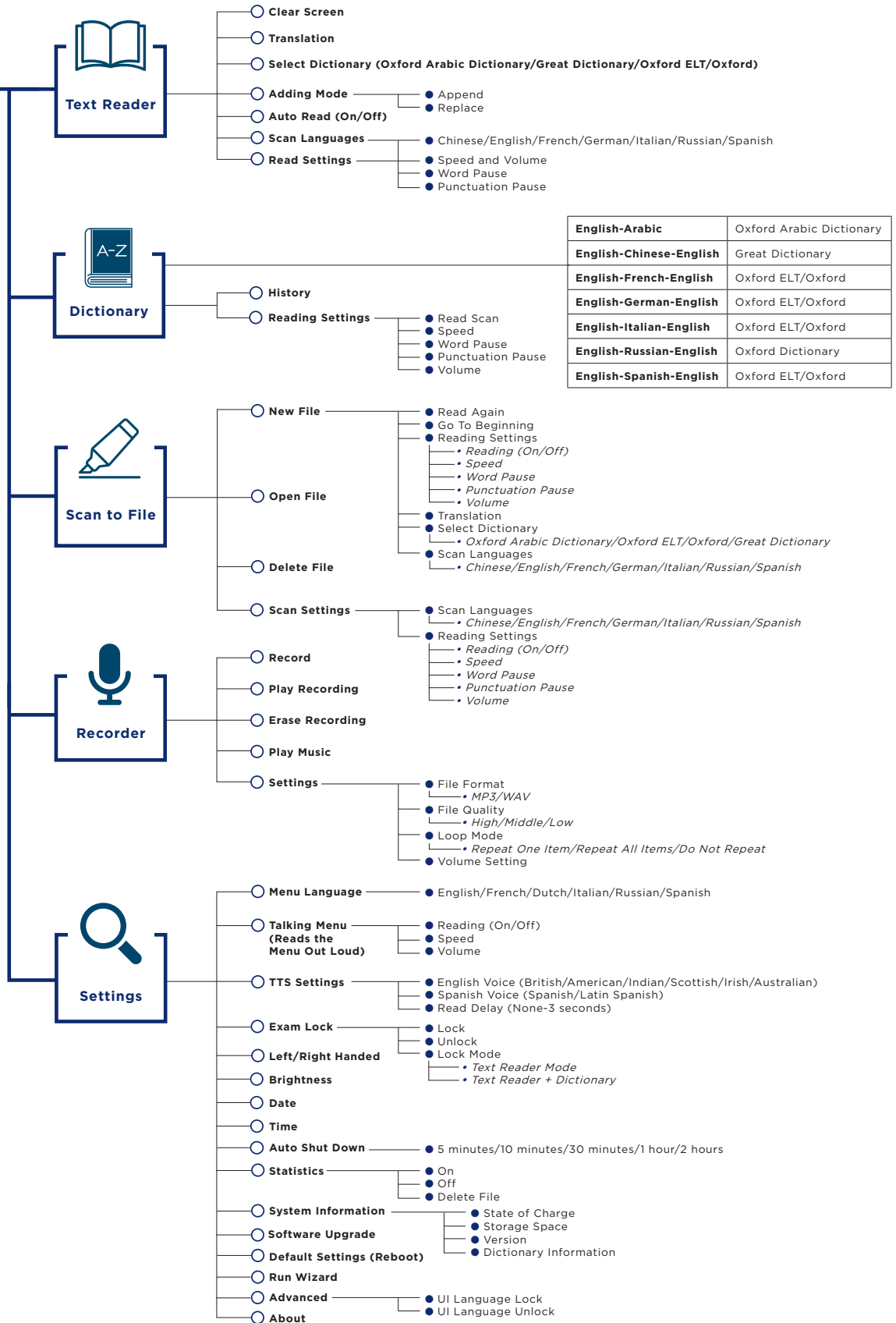
- Volume (1 - Boost 5)
- Auto Read (On/Off)
- Scan Mode
  - Append
  - Replace
- Text Language
  - Chinese
    - └ Mandarin/Cantonese/Taiwanese
  - Danish
  - Dutch
    - └ Dutch/Flemish
  - English
    - └ Australian/British/American/Indian
  - French
    - └ European/Canadian
  - German
  - Italian
  - 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

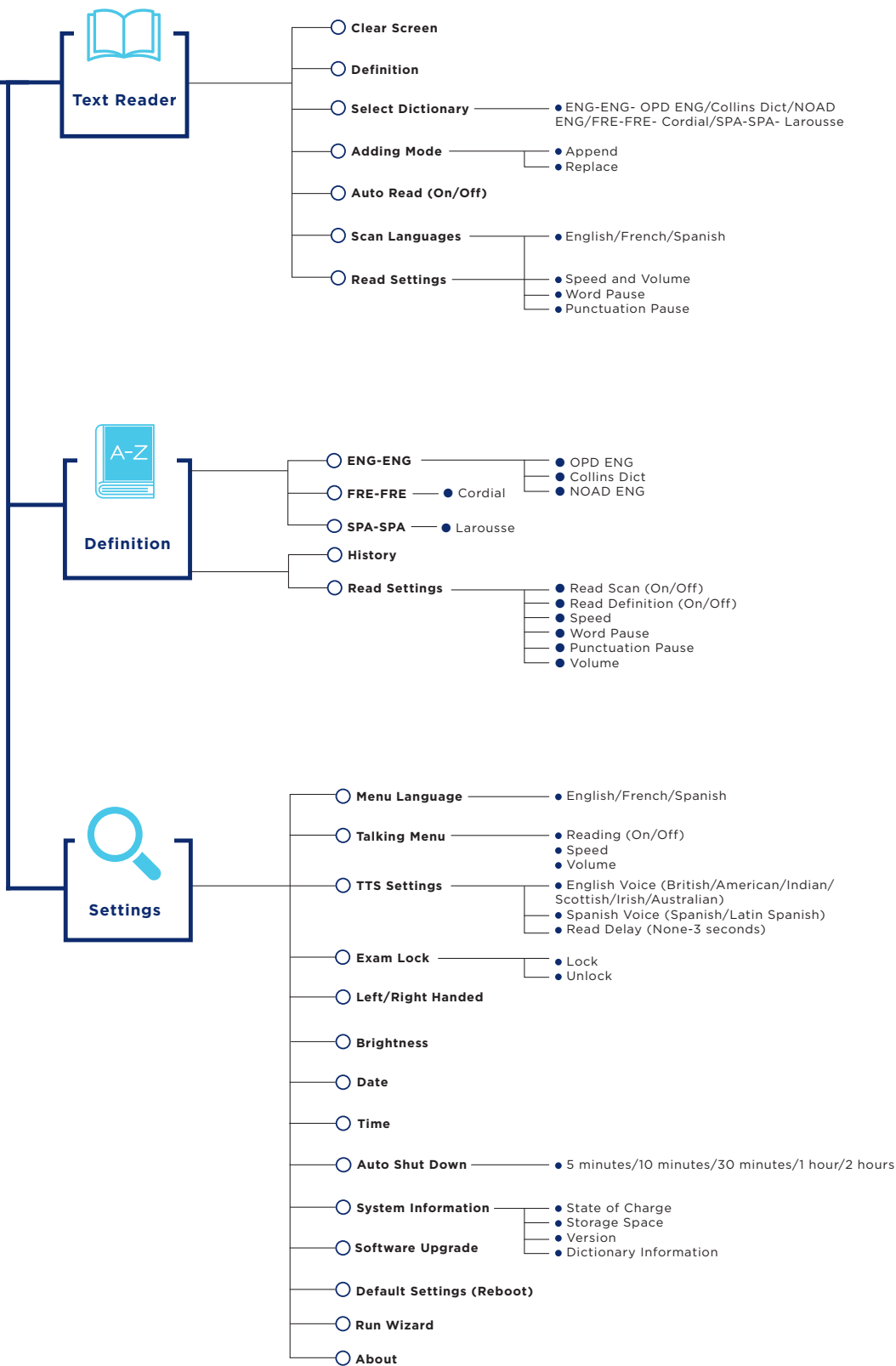


<b>English-Arabic</b>	Oxford Arabic Dictionary
<b>English-Chinese-English</b>	Great Dictionary
<b>English-French-English</b>	Oxford ELT/Oxford
<b>English-German-English</b>	Oxford ELT/Oxford
<b>English-Italian-English</b>	Oxford ELT/Oxford
<b>English-Russian-English</b>	Oxford Dictionary
<b>English-Spanish-English</b>	Oxford ELT/Oxford



# READERPEN SECURE™

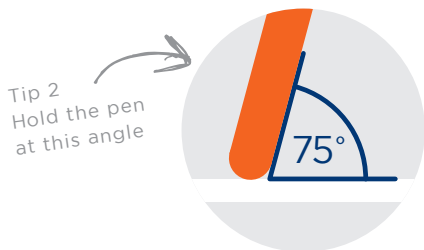
## MAIN MENU



## HOLDING THE PEN



Tip 1  
Grip the pen  
near nose



Tip 2  
Hold the pen  
at this angle

Start scanning just 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 sit comfortably behind the pen. Wave it around; got a good grip? For stability, hold the pen like you would hold a yellow highlighter. Your thumb can rest along the bottom or across the C-PEN logo.

Place the tip of the pen onto the paper. Press gently until the light comes on. The light will activate the camera for an accurate scan.



**LEFT HANDED?** Go to MAIN MENU, SETTINGS, and select LEFT HANDED.

## THE PRINTED WORD

The scanning pen can be used with a variety of printed text and fonts. Students can adjust the level of support they need by scanning individual words or entire sentences.

**CHOICE:** Students can scan continuous text or scan a single word and listen to the definition.

## STRATEGIES FOR USING THE PEN



A student can scan an unknown word and hear the definition read aloud.



A student can read independently and scan difficult words for proper decoding and pronunciation.



Hearing difficult words decoded correctly and learning the meaning of unknown words can help build vocabulary knowledge and increase the opportunity for successful decoding the next time this word is encountered in text.

*A word heard is easier to decode*  
- D. Kilpatrick 2016



Math word problems can be solved more efficiently if a striving reader can easily reread the text and then focus on the mathematical calculation.



English language learners (ELL/ESL) can add new words to their vocabulary by hearing a word pronounced and learning the definition.



Students who need exam questions read aloud have more independence and confidence. They may also finish the exam and demonstrate learning at a rate more similar to their peers.

There are many assistive technology tools for supporting reading success. Having a robust “AT Toolbox” is an important part of differentiated instruction and Universal Design for Learning (UDL).

Students need time to experiment and try new tools. Different tech tools offer different levels of support and success with print.

Train multiple students to use the C-Pen Reader 2™. They can collaborate and support each other to improve engagement and to solve problems.



## AGREE ON A SIGNAL

Use a cue that only you and the student(s) know, like tapping your nose or pulling your ear. This can be a subtle reminder that the upcoming activity would be a good time to use the C-Pen Reader 2™.



## MAKE SURE STUDENTS ARE RECOGNIZED FOR CONTRIBUTIONS

Using the C-Pen Reader 2™ consistently may allow students with dyslexia, anxiety, poor reading skills, or English language learners to participate in ways they haven't before, such as class discussions, comprehension questions, or vocabulary meanings.



## CREATE A SUPPORTIVE CLASSROOM CULTURE

Remind the class that we come to school with a variety of strengths and challenges. We try to use the right tool for the job whether it is scissors, a highlighter, headphones, a Chromebook, or a scanning pen.

We encourage each other to do our best and we use different tools to help us learn and show what we know!



## PRAISE POSITIVE QUALITIES AND EFFORTS

Be sure to praise students who are showing improvement because of the C-Pen Reader 2™. Celebrate the many ways that the C-Pen Reader 2™ helps them attend, learn, discuss, read, respond, and grow. School can be challenging for a striving reader. Let them know that you are proud of their accomplishments.



## ENCOURAGE A VARIETY OF ASSISTIVE TECHNOLOGY

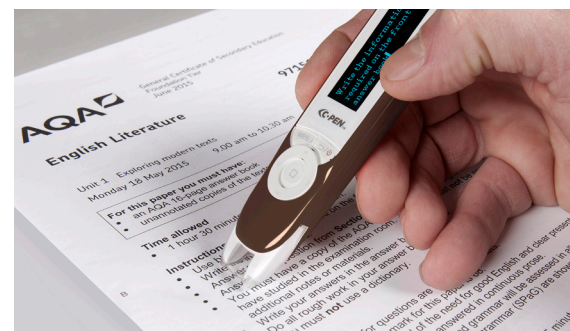
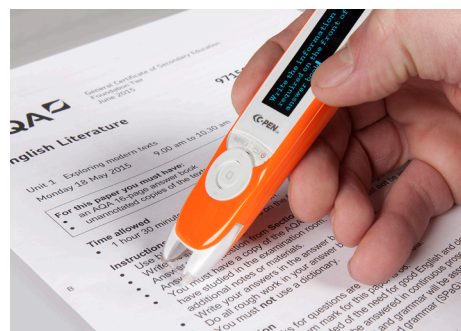
Providing options in a “toolbox” approach can empower striving learners to create their own independent learning experience. Universal Design for Learning (UDL) is supported with tools that allow for Engagement, Representation, and Expression.

[\(https://udlguidelines.cast.org/\)](https://udlguidelines.cast.org/)



## SHOW WHAT YOU KNOW

The C-Pen Reader 2™ allows for stored voice recordings so a student can provide answers orally in cases where writing may be difficult. The teacher can play recordings later.



INDEPENDENCE

CONFIDENCE

ENGAGED  
LEARNERS

STAMINA

# STEP 1

## EXPLAIN THE PROCESS AND BENEFITS TO THE STAFF

### \*SAMPLE EMAIL FOR STAFF EXPLAINING THE TRIAL AND GOALS

Our school will participate in a 30/60 day trial of the C-Pen Reader 2™ assistive technology for text-to-speech support.

Please encourage students to use the C-Pen Reader 2™ if they are striving readers, English language learners, or students with IEPs and 504s for reading.

We expect students to build confidence and independence with print-based reading activities. Students can use the C-Pen Reader 2™ with all types of print in all content areas.

Reflection tools are provided to help you document any improvement in:

- \* vocabulary development
- \* comprehension
- \* reading fluency
- \* time on task
- \* confidence
- \* levels of anxiety
- \* the amount of time students request help from the teacher

Support and training videos will be provided to get you started. At the end of the trial, you will have an opportunity to reflect and discuss the use of the C-Pen Reader 2™.

# STEP 2

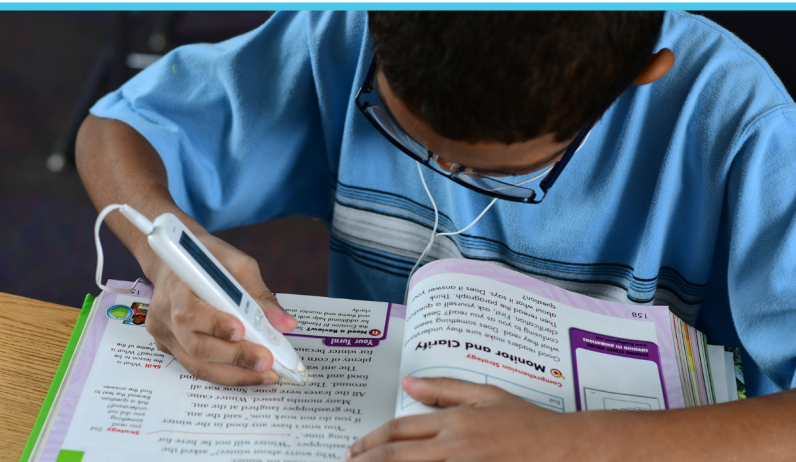
## USE PENS WIDELY DURING THE TRIAL

- ✓ Encourage students to work collaboratively and share strategies for using the C-Pen Reader 2™.
- ✓ Ask students to use the C-Pen Reader 2™ across content and classrooms.
- ✓ Ask students to reflect on times when the C-Pen Reader 2™ helped them stay on task.
- ✓ Allow students to use the C-Pen Reader 2™ at home to level the playing field for homework completion.

# STEP 3

## REFLECT AND DISCUSS

- ✓ During the trial, ask students to complete the Student Reflection Sheet to gather feedback.
- ✓ Gather feedback and qualitative data from teachers and parents.
- ✓ Number the pens for distribution and ensure that teachers and students know how best to return C-Pen Reader 2s at the end of the trial.



## WEEK ONE

- Charge the pen
- Familiarize yourself with the options in the Menu Guides, pages 6-9
- Practice scanning effectively.
- Watch a free training video.
- Identify several students to use the pen; including students with dyslexia, ADHD, poor decoding, fluency, or comprehension, and English language learners.
- With the staff, discuss how to use the Student Reflection Sheets and what data will be collected during the trial.

## WEEKS TWO/THREE

- Meet with students to review features and encourage use of the C-Pen Reader 2™.
- Use the Student Reflection Sheet 1-2 times during the trial.
- Ask students to identify subjects or skills they'd like to improve. Such as:
  - \* word definitions
  - \* better comprehension
  - \* improved time on task
  - \* building fluency
  - \* working independently
  - \* feeling confident
  - \* finishing on-time

## WEEK FOUR

- Use the Student Reflection Sheet at the end of the trial.
- Distribute, collect, and review teacher and parent reflection tools
- Review feedback and data with school and district leaders.
- Inventory C-Pen Reader 2s as they are returned.

Name:

Grade:


Tell us what you thought about the pen.

WHAT WENT WELL WHILE USING THE PEN?

HOW DID THE PEN MAKE YOU FEEL?

 Very helpful


 Somewhat helpful


 Not that helpful


\_\_\_\_\_  
(DATE)

WHAT WENT WELL WHILE USING THE PEN?

HOW DID THE PEN MAKE YOU FEEL?

 Very helpful

 Somewhat helpful

 Not that helpful

\_\_\_\_\_  
(DATE)

Name:


Grade:


Tell us what you thought about the pen.

WHAT WENT WELL WHILE USING THE PEN?

HOW DID THE PEN MAKE YOU FEEL?

 Very helpful

 Somewhat helpful


 Not that helpful


\_\_\_\_\_  
(DATE)

WHAT WENT WELL WHILE USING THE PEN?

HOW DID THE PEN MAKE YOU FEEL?

 Very helpful

 Somewhat helpful

 Not that helpful

\_\_\_\_\_  
(DATE)

\*Choose 2-3 times during the course of the trial for the Student Reflection Sheet. Use this feedback with site and district leaders to review the pilot and discuss goals for a wider implementation of pens.

PLEASE PHOTOCOPY



## WHY WON'T IT SCAN PROPERLY?

- Make sure that the device is scanning at the correct angle — refer to page 10 of this guide.
- Check to ensure that the correct hand mode is selected.
- Check to make sure that the scan language is set to the correct one.
- Refer to the Menu Guides (pages 6-9) 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 cheat sheets for additional setting information. If you still need assistance, contact our customer support at: 727-316-8101



## 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?

- Use the Sample Email on page 17.
- Schedule 30-60 minutes to provide Professional Development on the pen's uses and features.
- Watch and discuss this video to better understand how to use the pen.
- Contact your sales manager by email/call.



# DYSLEXIA IN THE CLASSROOM - A REFLECTION TOOL

		NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	Teaching plans highlight the proactive use of strategies to meet the needs of children/young people with dyslexia.					
2	Children/young people are encouraged to use personal audio files for difficult spellings and new vocabulary using the MP3 recorder in the C-Pen Reader 2™.					
3	Children and young people are encouraged to be independent learners (e.g. through the use of technology).					
4	Opportunities for peer support are maximized using the C-Pen Reader 2™ (e.g. buddying, paired reading, peer spellchecking or critical friends).					
5	A glossary of subject/curriculum is provided and explained to children/young people that may be scanned or as an audio file.					
6	Children/young people with dyslexia have access to appropriate digital technology resources (e.g. C-Pen Reader 2™, word processing facilities with spell checkers or predictive text).					
7	Targets have been discussed with the child/young person and they are encouraged to take ownership over their learning by using tools such as the C-Pen Reader 2™ which will help them.					
8	'Listening' times are interspersed with 'seeing and doing' activities.					
9	Resources such as different types of dictionaries stored within the C-Pen Reader 2™, colored overlays and voice recording within the C-Pen Reader 2™ are available for children/young people to use.					
10	Teacher encourages children/young people to access tools such as the C-Pen Reader 2™ to support their learning, using word banks, Read delay function, dictionaries etc.					
11	Worksheets require a maximum of thinking but a minimum of recording.					
12	Strategies and technology such as the C-Pen Reader 2™ are in place and have been shared with parents and are encouraged to be used at home during homework tasks.					
13	Children/young people are not expected to take notes at the same time as listening.					
14	Care is taken to ensure that children's/young people's cognitive ability is taken into account so that teaching presents dyslexic children/young people with an appropriate level of cognitive challenge.					
15	Auditory approaches such as the C-Pen Reader 2™ are used to access full texts rather than simplifying texts.					
16	Children/young people work in a variety of groupings, including mixed ability.					
17	Classes are equipped with clearly marked and neatly arranged resources so that they can be easily found e.g. using Widge symbols read using the C-Pen Reader 2™.					
18	Access to the curriculum is facilitated by appropriate differentiation of teaching approaches, tasks and materials.					
19	A marking and assessment policy ensures that children/young people with dyslexia are assessed on the basis of content rather than spelling accuracy (Assessment Is for Learning).					
20	Common key words relevant to that lesson/subject are displayed alongside visual representations (e.g. parts of the Bunsen burner). Word banks can be produced easily and read using the C-Pen Reader 2™.					
21	Children/young people have the option to work in a quiet area to aid concentration but the use of the C-Pen Reader 2™ with Earphones will also stimulate concentration.					
22	A wide range of alternative recording systems to support children/young people with dyslexia are used where needed (e.g. oral reporting, scribing, word processing, using writing frames, audio recording, mind maps, storyboards, flowcharts, bullet points, digital software).					

\*Adapted from the Aberdeenshire Dyslexia in the Classroom Reflective Tool



Use this letter to communicate with Parents/Guardians about the benefits of using the pen both at school and at home.

**Dear Parent/Guardian,**

We use many tools at school to help support learning. Your child will be participating in a pilot project using a scanning pen to help her/him when reading print-based words and stories.

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

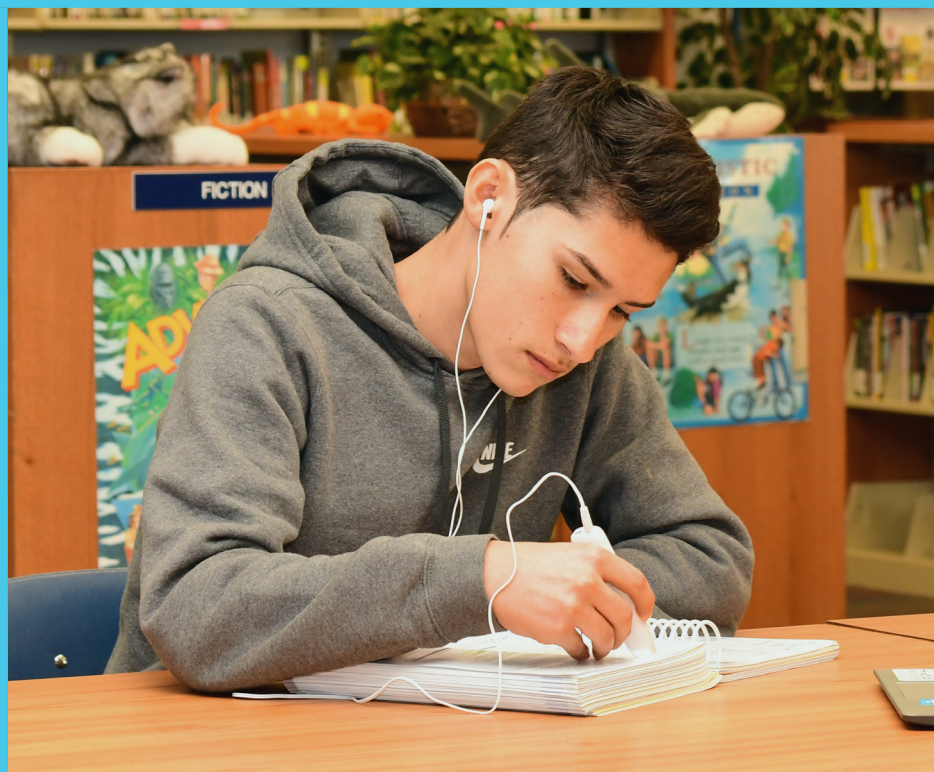
Your child will receive training and support using the scanning pen while at school. At home, please encourage use of the scanning pen with homework, math word problems, definitions of unknown words, or anything your child feels will support reading.

We hope this pilot project provides a tool that 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](http://www.scanningpens.com)

**Sincerely,**

-----



## SIMPLIFY THE ROLLOUT AND MAXIMIZE THE BENEFITS

Offer the C-Pen Reader 2™ as a loan to any parents that feel that their son or daughter requires additional support.

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

For best results, allow students to use scanning pens at school AND at home. Be sure to instruct students on how best to keep the pen charged.

Include the pen as part of a student's Assistive Technology toolbox. The pen allows students to start a lesson promptly and read with confidence and independence.



Create a system to check out/in pens and collect student feedback at regular intervals. (Reflection tools are found in the Appendix.)

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

Identify a range of students who would benefit from using a C-Pen Reader 2™ including, striving readers, students with dyslexia, English language learners, and students with IEPs and 504s.

A scanning pen doesn't hinder the ability to actively read, it promotes it.



### WEBINARS AND VIDEOS

Quick videos are available to help you learn more about the pen's features and how it can support your students.

### QUALITY CONTENT

Webinars address best practices and implementation strategies for integrating scanning pen technology into the classroom and at home.

**GO TO - [www.scanningpens.com/Webinars-Support-SPUS.html](http://www.scanningpens.com/Webinars-Support-SPUS.html)**

For past webinars check out our playlist here:



### TESTIMONIALS

[www.readerpen.com](http://www.readerpen.com)  
[www.examreader.com](http://www.examreader.com)



### OTHER USEFUL INFORMATION FOR SCHOOLS

Use these links to find your local state organizations

[www.understood.org/en/articles/welcome-to-understood-for-educators](http://www.understood.org/en/articles/welcome-to-understood-for-educators)  
[www.dyslexiaida.org](http://www.dyslexiaida.org)



### FUNDING SOURCES

For our full list of funding resources scan here:



**CALIFORNIA DEPARTMENT OF EDUCATION - DIAGNOSTIC CENTER OF SOUTHERN CA, SLP & CERTIFIED BRAIN INJURY SPECIALIST**

“We recently evaluated a student with a complex learning profile resulting in the student having difficulty processing symbols and phonetic codes at the rate necessary for fluent reading. The ReaderPen™ provided a means to access grade-level reading material which the student could comprehend but was previously unable to access. Additionally, the ReaderPen™ is small and does not draw adverse peer attention to it. Previous text-to-speech trials went unused as the student feared the social stigma. The student’s family was worried about the transition from school to adulthood but now feel encouraged that their child will have a way to access material needed to pursue a chosen career.”

**MISSISSIPPI SCHOOL DISTRICT DYSLEXIA THERAPIST/CERTIFIED ACADEMIC LANGUAGE THERAPIST**

“With the help of the ReaderPen™, my students can now go to the library and choose a book of interest that they truly enjoy reading. This has broadened their interest levels, vocabulary and exposure to fiction and nonfiction books. Before the ReaderPen™, my students were limited to books at lower Lexile and independent reading levels. For this reason, many of them were bored by the content or frustrated by the sheer act of reading. Through generous grants and donations, we were able to purchase a set of reading pens and now my students can experience what so many of us take for granted each day, the ease of reading words fluently and effortlessly.”

**CALIFORNIA DEPARTMENT OF EDUCATION - DIAGNOSTIC CENTER, CENTRAL CA, SPEECH LANGUAGE PATHOLOGIST, AND SPECIALIST IN ASSISTIVE TECHNOLOGY/AUGMENTATIVE ALTERNATIVE COMMUNICATION**

“While providing direct training in the area of Assistive Technology to support reading... I was demonstrating the ReaderPen™ and how invaluable the supports were for students. I noticed that one of the participants walked out quickly following our discussion at the break. When she returned, she came up to talk to me and shared that she quickly called her husband who was a fireman and was having difficulty passing some of the reading/written assessments so he could “move up” in his job. She was so excited that he could use this to support him in his profession. While she was talking to me her eyes were teared and she just couldn’t believe that no one had ever shared this... and how much it would make a difference in his life.”

**FOR MORE INFORMATION:**

**CC-PEN  
READER 2™**  
[www.readerpen.com](http://www.readerpen.com)

**EXAMREADER™**  
[www.examreader.com](http://www.examreader.com)

**LINGOPEN™**  
[www.cpenlingo.com](http://www.cpenlingo.com)

**READERPEN SECURE™**  
[www.scanningpens.com/ReaderPenSecureUS/](http://www.scanningpens.com/ReaderPenSecureUS/)



AT SCANNING PENS WE PROMOTE POSITIVE MESSAGES ABOUT DYSLEXIA. WITH THE RIGHT INSTRUCTION AND ASSISTIVE TECHNOLOGY SUPPORT, ALL STUDENTS CAN #SUCCEEDWITHDYSLEXIA

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



**43.0 million**

**U.S. adults possess low literacy skills**

\*NCES Data Point 2019

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

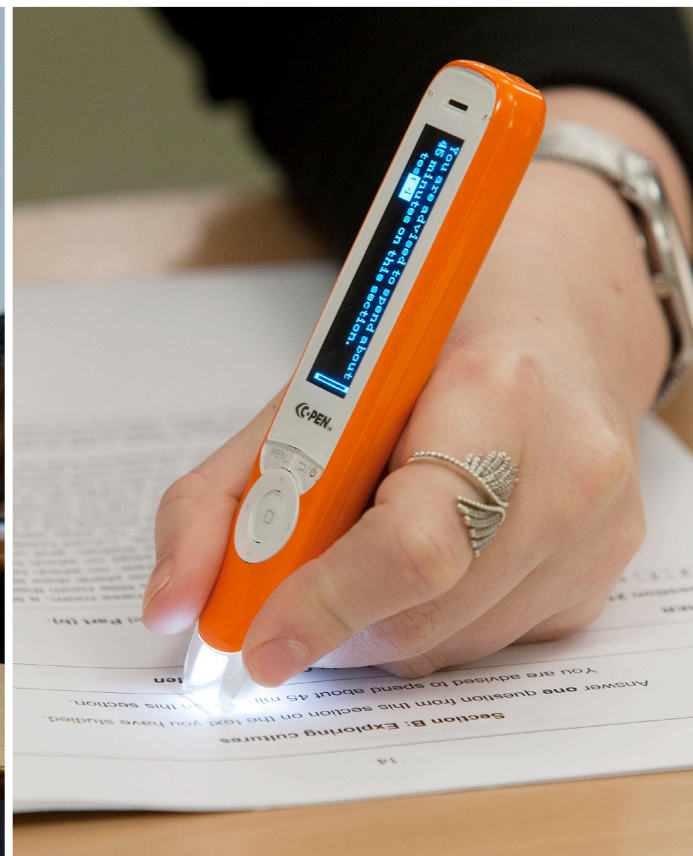


Nearly the **same percentage** of **males and females** have dyslexia



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

Use your school's newsletter or email to share basic facts about dyslexia with colleagues and parents. As a school, rally around our campaign #succeedwithdyslexia by joining us on Facebook, Twitter, or visit the blog [www.succeedwithdyslexia.org](http://www.succeedwithdyslexia.org) for more information and strategies.





## FINDING FROM A MID-SIZE UNIVERSITY IN THE UK (Bath Spa University)

“THERE IS CLEAR INDICATION THAT MANY OF THE PARTICIPANTS DID BENEFIT FROM **DEVELOPMENT OF VOCABULARY, READING COMPREHENSION, CONFIDENCE AND INDEPENDENCE** THROUGH THE SIX WEEKS OF PEN USE, PARTICULARLY WHEN GIVEN THE FREEDOM TO USE THEM BOTH AT HOME AND AT SCHOOL.” BATH SPA UNIVERSITY, MORTIMORE, 2018



**FELT READING  
HAD IMPROVED**

**99** OUT OF **121**

RESPONSES INDICATED THAT, WHEN USED FOR THE RANGE OF SUBJECTS, THE PENS HAD BEEN HELPFUL

**OF THE 30 PENS  
ISSUED FOR THE STUDY**

**21 PENS WERE RETAINED  
BY THE STUDENTS**

**INDICATING THEIR APPROVAL OF THE PENS**

Significant gains were made by the intervention group between the pre- and post-test sessions for the NGRT items (total standardised score, vocabulary score, and comprehension score)



**OF RESPONSES TO THE FINAL  
QUESTIONNAIRES ALSO  
INDICATED THAT THE PENS HAD  
HELPED WITH SUBJECT SPECIFIC  
UNDERSTANDING**



Teachers reported increased independence, use of the pen as a scaffold, and engagement with tasks.