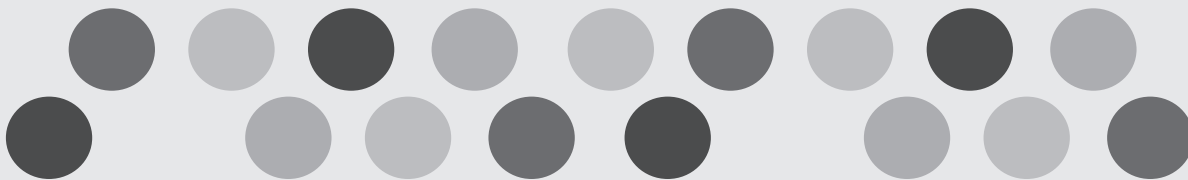


Train-In-30!



co:Writer[®] 6

Think IT! Try IT! Choose IT!



What's Inside ● ● ●

Validated Professional Development

Co:Writer 6 Train-in-30 Tutorial

Skill Assessment

Classroom Implementation Tool

Professional Development Tracker



Validated Professional Development

Successful training and implementation hinges on one's ability to understand "what and who" the technology is for and then how to use it.

Building Awareness and Conceptual Understanding

- Summarize corresponding initiatives and provide the rationale behind your organization's desire for participants to learn to use the tool.
- Require that participants view the Co:Writer 6 Product Demo prior to any training.
www.donjohnston.com/product_demo
- Preview the Co:Writer 6 Classroom Implementation Tool on page 17. This will help participants identify student needs, set goals and think about logistical matters.

Skill Acquisition

- Make sure the product is installed and easily accessible prior to any training. Participants must be able to go back and practice following their new learning.
- Stick to the tutorial by teaching only three new things — providing too much information at once is ineffective and unproductive.

Skill Application

- Set clear expectations and timelines related to putting new knowledge into practice. (examples: sharing with peers, using with students)
- Provide tangible implementation tools that not only promote thought and planning, but also require "answers" or results — homework!
- Set aside time to share successes and failures. Everyone will benefit from shared knowledge and group brainstorming.
- Recognize leaders and those being successful — use them to push the training out to the next level of participants.

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Tech Support: www.donjohnston.com/support

Think IT! Try IT! Choose IT!

Co:Writer 6 is a word prediction program that helps students write with proper grammar and spelling. It works in conjunction with any word processor, web browser, or other application that accepts text.

Think IT!

Think about what you want to express

LAUNCH Microsoft Word (or other word processor)

Windows: Start menu and/or Shortcut on Desktop

Macintosh: Dock and/or Alias on Desktop

SELECT one of these experiences:

For Learning Disabilities

1. Write two sentences on the American Civil War. But you can't use the words north, south or war; and, you can't type the letters R, L or S.
2. Acknowledge that this illustrates the difficult experience some students face every day.
3. Introduce assistive technology.

For Physical Disabilities

1. Write the following sentences. But use just one finger — the last finger on your left hand.

**Writing and spelling can be slow and tedious if you have a disability.
This is how many students experience writing.**

2. Acknowledge that this illustrates the difficult experience some students face every day.
3. Introduce assistive technology.

For Autism

1. Write this sentence. But after you write each word, stand up, turn around, sit down again and then type the next word.

The cell is the basic unit of structure and function in all organisms.

2. Acknowledge that this illustrates the difficult experience some students with autism face everyday.
3. Introduce assistive technology.

LAUNCH Co:Writer

Windows: Start menu and/or Shortcut on Desktop

Macintosh: Dock and/or Alias on Desktop

Co:Writer 6 Train-in-30 Tutorial


THINK of another sentence:

I like to imagine that I can really express what's on my mind.

In order to fully see how Co:Writer predicts, use just one finger to type the following exercises.


Try IT!

TRY typing the first letters of the word

1. Point and click to your word processor.
2. Type the first letter(s) of the first word(s) you want to type.
3. See Co:Writer make word predictions.
4. Down arrow  speaks and scans words or point with mouse to hear words.



Tech Tip:

If you don't see the predicted word type the next letter(s) in the word and watch for it to be predicted. Or press the right arrow key  to get MORE GUESSES.



Instruction

- ✓ Helps writers construct sentences that match their thinking.
- ✓ Co:Writer knows where you are in the sentence so that:
 - ✓ The first word in the sentence is automatically capitalized.
 - ✓ Each predicted word is a "grammar fit" — all words are grammatically correct.

Choose IT!

POINT AND CLICK to choose the words you want

1. When you see the predicted word you want, point to the word and click. The word goes into the sentence.
2. Take a minute to finish the sentence.
3. At the end of the sentence, type a period. Co:Writer repeats the sentence written for review. And it inserts a space after the period so it is ready for the next sentence.



Instruction

- ✓ Point to each word to hear it before choosing the word. This helps writers who may have trouble recognizing the words.
- ✓ Co:Writer automatically puts a space after each word in the sentence, saving keystrokes.
- ✓ Whenever you select a word, the word predictions change to the next words that could go in the sentence.

Tech Tip:

An option is to use the number to select the predicted word. This is a good method for writers who are better with the keyboard than the mouse.

Let's do it, again!

Think IT!

THINK about another sentence – one with hard-to-spell words

1. Think of this sentence (or ask trainees to think of one of their own):
I watched an elephant and giraffe roller-skate down the street.

Try IT!

EXPLORE FlexSpell

Sometimes, writers are not sure how to spell the words they want to use. Typically, they just won't use those words, favoring words they can spell. With Co:Writer, they can use whatever spelling skills they have.

1. Type your sentence but STOP before you type *elephant*.
2. Type the word elephant as an inventive speller, (e.g., lafent)
3. Look at the word predictions. The word *elephant* should be there. Co:Writer tries to match your inventive spellings to offer the word you want.



Choose IT!

CONTINUE sentence

1. Select *elephant*.
2. Continue sentence and stop before *giraffe*.
3. Type *jerf*
4. Select *giraffe*.
5. End the sentence with a period.




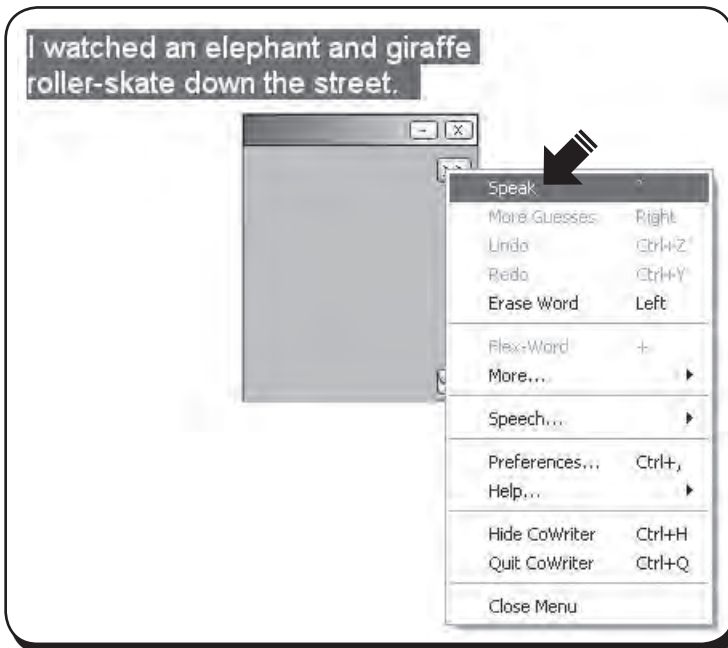
Tech Tip:



If the inventive spelling you used doesn't get you the word you want, try another letter combination. Often, we tell students to either try a different vowel or add a vowel.

REVIEW the Sentence with Speech


When you type a period, Co:Writer speaks the entire sentence. You can also hear the sentence again, any time.

1. Highlight the sentence with the mouse (click and drag your mouse over the sentence) or with any method you choose.
2. Point to the Commands button  in the upper right corner.
3. Press your mouse button to see the menu.
4. The first item is **Speak**. Select that with your mouse.
5. Co:Writer speaks the sentence.



 **Tech Tip:** Here is a keyboard shortcut to speak the sentence: highlight the sentence and press the tilde key .

One-key access to speech helps users with limited fine motor skills.

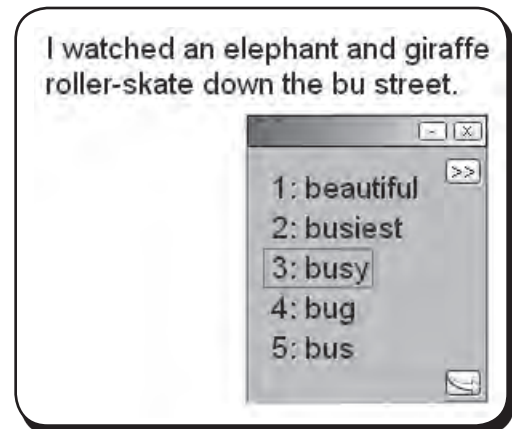
 **Instruction**

✓ Writers can listen to their sentence as many times as they want to be sure it is what they want to express.

ADD A WORD to the Sentence

You can edit the sentence by adding words with Co:Writer. Add the word *busy* before *street*.

1. Place cursor before *street*.
2. Type letters to get *busy*.
3. When *busy* is displayed, choose it.
4. It is inserted right into the sentence with appropriate spacing.



Let's do it, again!

Think IT!

THINK about a specific topic



Think of a sentence about science and Albert Einstein. This topic is appropriate for older writers.

Albert Einstein thought about gravity in space.

Try IT!

TOPIC DICTIONARY


Use a Co:Writer Topic Dictionary to get appropriate words faster.

1. Click the Preference button , in the bottom right corner.
2. Be sure the Topics tab is forward. If not, click the Topics tab.
3. Check "Albert Einstein" under Recent Topics
4. Click the Preference button , in the bottom right corner to return to your writing.



Tech Tip:

More Topics...

If Albert Einstein is not among the Recent Topics, click **More Topics**. You see more than 200 Topic Dictionaries that span the entire curriculum. Categories are on the left, Topic Dictionaries are on the right. Place a check in the box in front of the topic you want. Click .



Instruction

- ✓ Topic Dictionaries contain words, names, places or phrases typically associated with the topic. They help writers get the words they need more quickly.
- ✓ The words in Topic Dictionaries prompt thinking on the topic.
- ✓ More than 200 Topic Dictionaries are available.

Choose IT!

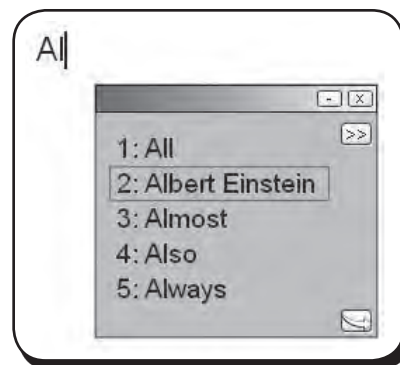
SELECT topic-specific word predictions

Albert Einstein thought about gravity in space.

1. Type “a” and Albert Einstein is predicted.
2. Select Albert Einstein.
3. Complete the sentence.

➡ **Instruction**

- ✓ Not only are keystrokes saved but spelling errors are avoided.
- ✓ Key names are predicted as well as topic words and phrases such as *theory of relativity*



Let's do it, again!


Think IT!

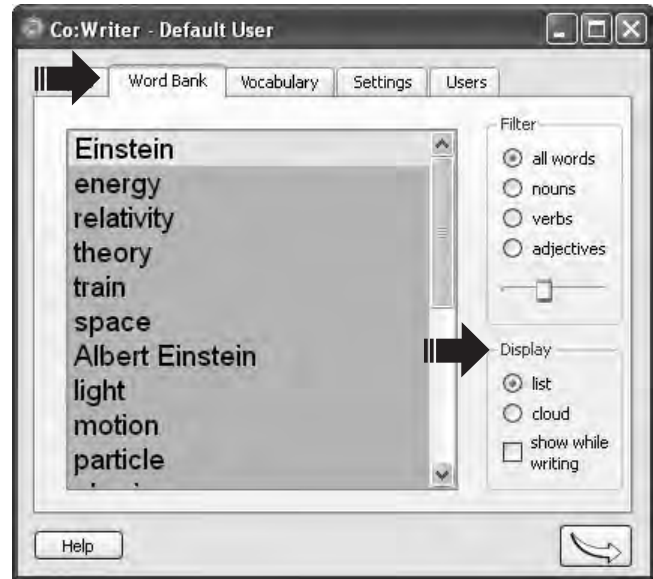
THINK about the writers that need more support


Even with Topics Dictionaries, sometimes writers can't think of the words they need. Or, the words they want to use may not be in the dictionaries they are using. Here are some solutions for more support.

EXPLORE Word Bank

You can show key words and terms in the Word Bank during composition.

1. Click the Preference button , in the bottom right corner.
2. Click the Word Bank tab to bring it forward.
3. You see the top words in the Topic Dictionary.
4. In the Display settings in the lower right, select **list** to see the words in a straight list.
5. Select **cloud** to see the words in different sizes, the larger words being the most used.
6. Check **show while writing** to display the Word Bank while writing.
7. Uncheck Show while Writing.



-  **Instruction**
- ✓ Filter words by nouns, adjectives and verbs. Helps you target support and curriculum goals.
 - ✓ Helps writers focus on the topic, brainstorm ideas for writing, build vocabulary and spell more difficult words.

EXPLORE Vocabulary

Click the Vocabulary Tab. Here are the Dictionaries from which Co:Writer draws its word predictions. There are two types: the Main Dictionary and Personal Dictionary.



MAIN Dictionary

The Main Dictionary contains common words that are regularly used for written communication. There are three types, each one geared to writing levels. Select the one that is most suitable.

Instruction

- ✓ The Advanced Dictionary includes about 40,000 words plus various forms of those words. It is appropriate for more advanced writers or those engaged in more rigorous coursework.
- ✓ The Intermediate Dictionary has about 12,000 words and is appropriate for middle writers. The dictionary is large enough so that writers can write on nearly any topic but not so large as to overwhelm.
- ✓ The Beginning Dictionary has 6,000 words and will not overwhelm early writers with words they do not know.


PERSONAL Dictionary

The Personal Dictionary holds words that are important to the writer and that are not in the Main Dictionary. For example, people's names, pets' names or favorite titles are not in the Main Dictionary. They can be easily added to the Personal Dictionary and then Co:Writer will predict them.

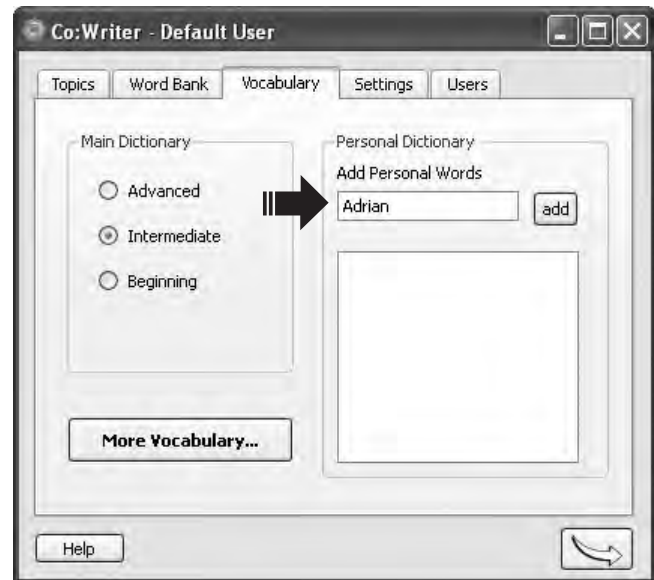
Think of your name and add it to the Personal Dictionary.

1. Click in the field under **Add Personal Words**.
2. Type your name.
3. Click **Add**.

It is added to your Personal Dictionary that is shown in the box under it. When you write with Co:Writer again, your name will be predicted.

 **Instruction**


✓ Add any personal word such as your sibling's name or your school's name. It can be more than one word such as words about current events and figures such as *global warming* and *President Obama*.





Try IT and Choose IT!

YOUR Personal Words

Return to writing. Try writing your name.

1. Click on the Preference button  in the bottom right corner. You are back to the Co:Writer writing window.
2. Think of a sentence that has your name, such as **My name is Adrian**.

 **Tech Tip:**
To see more predictions without typing more letters, press the right arrow key .

Let's do it, again!

Think IT!

CUSTOMIZE settings to improve productivity

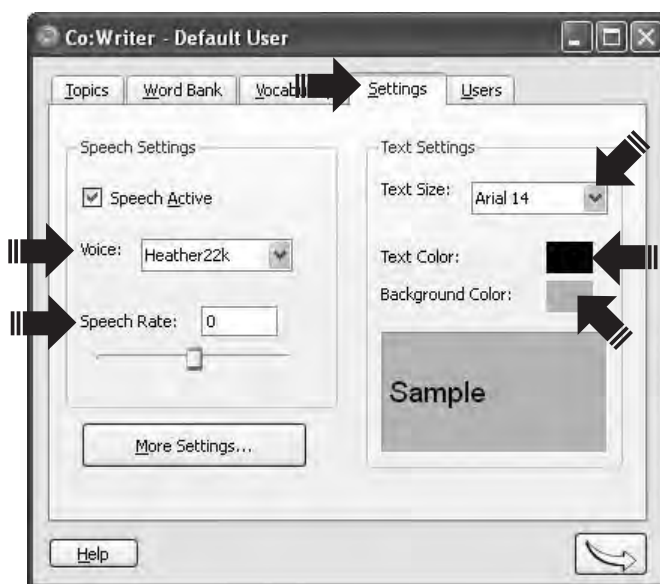
To be more successful, some writers may need a larger or smaller font, a different text color or rate of speech. Other writers may want to change Co:Writer for an age-appropriate appearance.

EXPLORE Settings

1. Click the Preference button , in the bottom right corner.
2. Click the Settings tab to bring it forward.

Try IT!


1. Look at the Voice menu. Select different voices to hear them.
2. Change the rate of speech and listen to the new setting.
3. Look at the Text Size menu. Select another text size to try.
4. Click Text Color and select a different color.
5. Click Background Color and select a different color.



Instruction


- ✓ You may find that boys prefer male voices and girls prefer female voices.
- ✓ Older students will likely prefer a smaller font that matches the look of their other writing.
- ✓ For autism, try a blue or green background.
- ✓ For visual needs, a yellow text color on a black background provides strong contrast.

Choose IT!

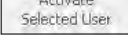
1. Select your settings.
2. Return to writing to see the settings in action. Click the Preference button , in the bottom right corner.
3. Type any sentence.


INDIVIDUAL User Settings

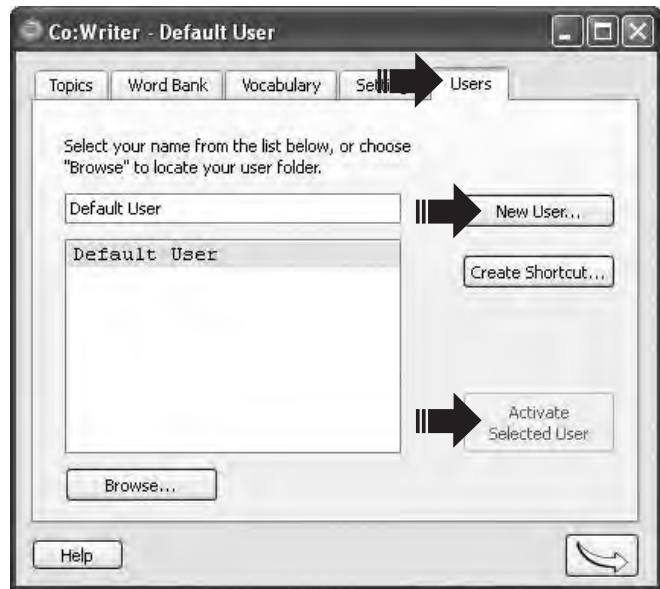
When you have the settings just the way you want, you can save the settings for that writer's name.

1. Click the Preference button , in the bottom right corner.
2. Click the Users tab to bring it forward.
3. Click New User
4. Enter the name for the writer.
Click okay and the writer's name appears among the users.

When writers return to Co:Writer, they can log in by selecting their name on this screen.

When they click , their settings become active.

5. Click the Preference button , to return to writing.



Tech Tip:

When changes are made to settings after the writer is activated, those changes are automatically saved to the writer's name.

Let's do it, again!

Think IT!

WHERE else do writers write?

Writers are writing in many places to many audiences about hundreds of topics – emails, blogs, wikis, facebook.

Sometimes, such as when typing web URLs, addresses or numbers, it may be better to temporarily put Co:Writer aside so that you don't get predictions. When you are done, you can bring Co:Writer back. Here's how.



EXPLORE Writing on the Internet

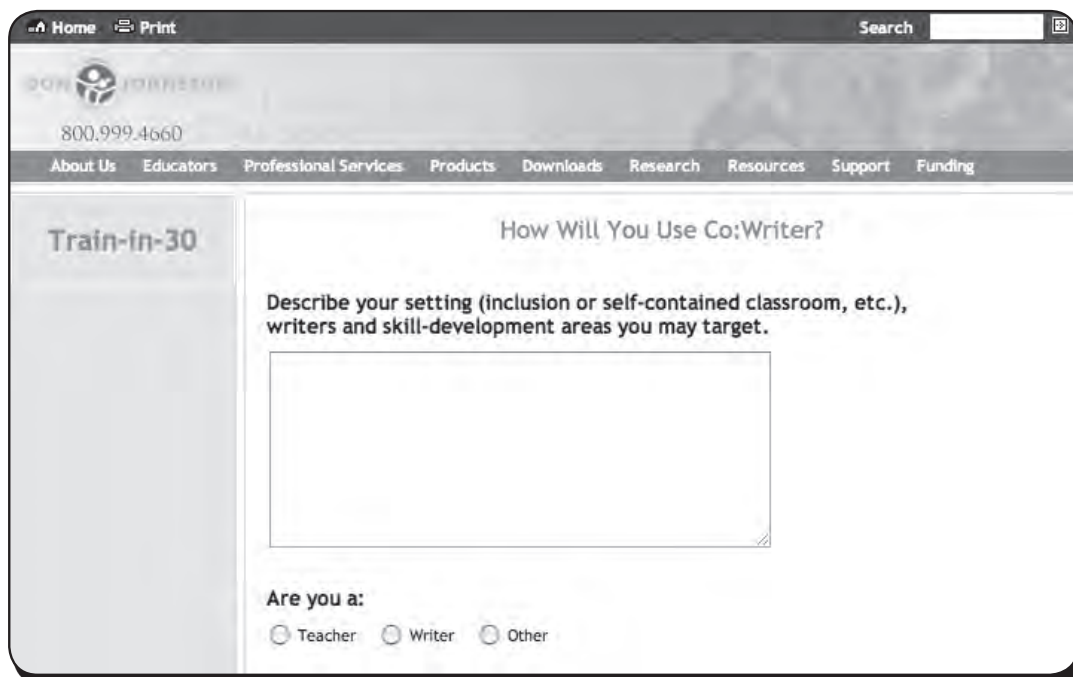
1. Launch your Internet browser.
2. Minimize Co:Writer by clicking the minimize button
3. Type this web URL and press return.
www.donjohnston.com/trainin30



Tech Tip:



True Keys mode also lets you type without any predictions. Press  to type URLs, numbers, addresses or passwords. Press  to return to word prediction.




4. When the web page is displayed, place your cursor in the text field and bring Co:Writer back.

Windows: Click Co:Writer in the tray

Macintosh: Click Co:Writer in the dock



EXPLORE Speech on the Web

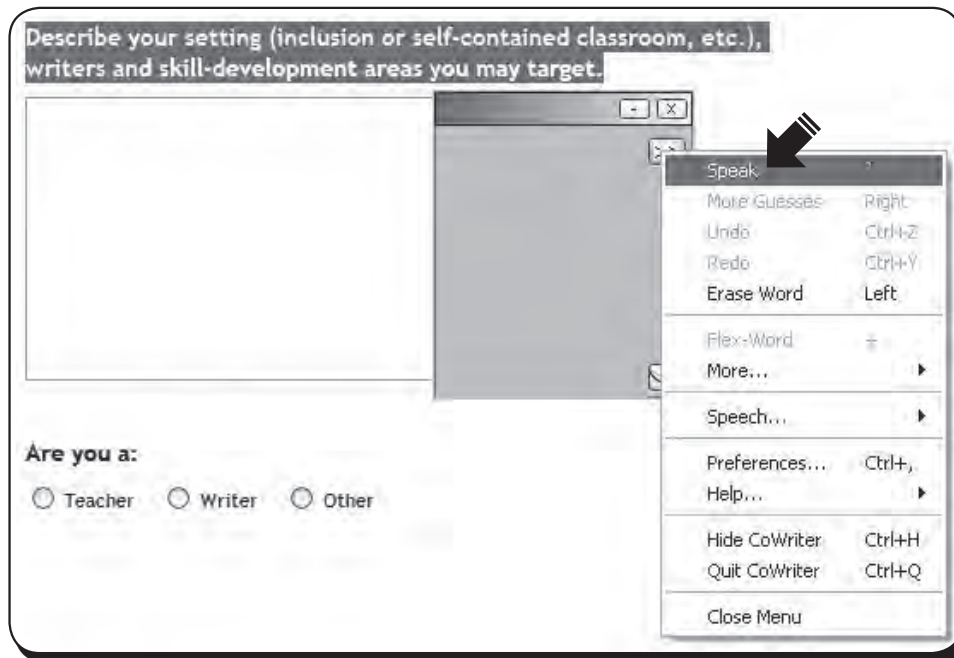
On this page, there is a statement for a writer to respond to.
For more support, Co:Writer can speak the statement on the web.

1. Highlight the statement with the mouse.
2. Point to the Commands button  in the upper right corner.
3. Press your mouse button down and see the menu.
4. The first item is **Speak**. Select that with your mouse.
5. Co:Writer speaks the question.



Tech Tip:---

The keyboard shortcut to speak the sentence is the tilde key . Highlight the sentence and press the tilde key .



Try IT and Choose IT!

WRITE your response

1. Click the text field.
2. Type your response.
3. Click to select if you are a teacher, student or other writer
4. Click submit.

After your experience with Co:Writer, write a product review.



Tech Tip:---

Type anywhere! It is easy to alternate between your word processor and the web. Point and click on your document and type. Co:Writer follows you. Point and click on the web and type. Co:Writer follows you there, too.

Think IT! Try IT! Choose IT!

Pre Assessment

What student outcomes do you expect with Co:Writer 6?

Do you know how to:

Think IT!

- ☐ Work with Co:Writer in word processor
- ☐ Use inventive spelling and Flexspell
- ☐ Use speech to review a sentence written
- ☐ Activate a Topic Dictionary
- ☐ Use speech to hear a sentence on the Internet

Try IT!

- ☐ Use speech to review the predicted words before choosing them
- ☐ Type a web address with Co:Writer
- ☐ Write with Co:Writer on the Internet
- ☐ Change the voice
- ☐ Change the font size and color

Choose IT!

- ☐ Select the word you want from the word predictions
- ☐ Use word prediction to add a word to the middle of a sentence
- ☐ View the Word Bank and change its display from a list to a cloud
- ☐ Locate the main dictionary settings
- ☐ Add a word to the personal dictionary
- ☐ Save settings to a new user

Post Assessment

How did your thinking shift?

Do you know how to:

Think IT!

- ☐ Work with Co:Writer in word processor
- ☐ Use inventive spelling and Flexspell
- ☐ Use speech to review a sentence written
- ☐ Activate a Topic Dictionary
- ☐ Use speech to hear a sentence on the Internet

Try IT!

- ☐ Use speech to review the predicted words before choosing them
- ☐ Type a web address with Co:Writer
- ☐ Write with Co:Writer on the Internet
- ☐ Change the voice
- ☐ Change the font size and color

Choose IT!

- ☐ Select the word you want from the word predictions
- ☐ Use word prediction to add a word to the middle of a sentence
- ☐ View the Word Bank and change its display from a list to a cloud
- ☐ Locate the main dictionary settings
- ☐ Add a word to the personal dictionary
- ☐ Save settings to a new user

Classroom Implementation Tool

Goal Setting Tips:

- Set clear, concise, measurable reading and/or IEP goals for each student.
- Plan when and where students will have access to, and use Co:Writer 6 (Do students need this at home?)
- Integrate your writing instruction with Co:Writer 6 — show students the technology in a writing context.
- Measure changes in attitude — yours and the students'!

Sample:

Learners Who Need Access to Co:Writer 6	IEP Goals, 504 Plans or Writing Standards	Frequency and Duration the student needs to use Co:Writer 6 to achieve goals	Classroom/Subject/Period	Co:Writer 6 Location: Classroom/Lab/Media Center/Resource Room/Rolling Cart	Testing accommodation: Get approval to use for standardized testing
Example: Adrian Kolze	Student will compose a 5-paragraph paper using at least 15 sentences with 90 % accuracy in use of capitalization, punctuation and grammar for five assignments in the grading period ending December 31 using a word prediction program	30 minutes each 3 times a week	English Literature	Media Center	For tests requiring a written essay, student will use word prediction software as the student uses this accommodation on a regular basis in the classroom.
Example: Jose Martinez	Student will write a summary of selected text containing the main idea and details with 80 % accuracy using word prediction, for five assignments during the 3rd quarter grading period ending March 30.	Once a week for 45 minutes each.	Social Studies Class	Classroom computer	For written responses to social studies tests, student should use the alternate response method of a word prediction program, as the teacher has determined that this is the best method to access this student's skill level and progress.



Professional Development Tracker

18

Name: _____

Initial Goals: _____

Outcomes of this Professional Learning: _____

Professional Development Activity			Amount of Time Spent	Date	Outcome of Learning/ Notes from Learning
Awareness					
Example: Participated in training		30 minutes		3/15/09	I summarized information with my team. We developed an action plan.
Conceptual Understanding					
Example: Discussed with Sally Givings the supports this tool provides		30 minutes		3/30/09	Sally responded with excitement and was motivated to learn more.
Skill Acquisition					
Example: Checked the Help files and learned how to display the sentence window.		60 minutes		4/09/09	Discovered that this capability supports my differently leveled students.
Skill Application					
Example: Repeated training to 5 peers		60 minutes		4/19/09	We worked through equipment challenges to get to the supports this tool will provide students. Plans were created for next steps.

Total Professional Development Time: _____

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