

8:00 - 8:15 **Introduce yourself and discuss the logistics of the day**

8:15 - 8:30 **Ask participants to introduce themselves**

**Include an inclusion activity** – this will set the tone for an interactive training session and will begin to break down anxieties and relax participants. An example of an inclusion activity is for participants to share their middle name and the origin or tell us something that is not on your resume: or use your own idea.

If your time is limited survey the participants with a show of hands to get to know them and their position (literacy coach, interventionist, OT, SLP, special educator, general educator, etc). Use name tents to help you use participants' first names.

8:30 - 8:45 **Introduce SOLO<sup>®</sup> 6**

**SOLO is a literacy suite** that contains the four most popular Assistive Technology tools, a text reader, word prediction, talking word processor and graphic organizer. Compared SOLO to Microsoft<sup>®</sup> Office. The order of the training for the SOLO tools is up to you. (Write:OutLoud is the easiest to learn and if your participants have limited technology skills is a good tool to start with, if the participants are using Bookshare starting with Read:OutLoud makes sense.)

*Distribute Get IT! Read IT! Learn IT! Train-In-30 Read:OutLoud<sup>®</sup>6*

8:45 - 9:30 **Read:OutLoud 6**

**Read:OutLoud is a text reader** and a web browser that was designed to support students' active engagement with the text for the purpose of reading comprehension and self-expression.

- **Begin** by doing the pre assessment in the Train-In-30
- **Talk** about their students and how this tool will support them
- **Work** through the tutorial. then return to complete the post assessment

*Distribute Outline IT! Note IT! Draft IT! Train-In-30 Draft:Builder<sup>®</sup>6*

9:30 - 10:00 **Draft:Builder 6**

**Draft:Builder is a graphic organizer** that structures the writing process into small, manageable chunks. Draft:Builder assists students to stay on task and concentrate on one small aspect of the writing process at a time.

- **Begin** by doing the pre assessment in the Train-In-30
- **Talk** about their students and how this tool will support them
- **Work** through the tutorial, then return to complete the post assessment

10:00 - 10:15 **Break**

*Distribute Write IT! Hear IT! Revise IT! Train-In-30 Write:OutLoud<sup>®</sup>6*

10:15 – 10:45 **Write:OutLoud 6**

**Write:OutLoud is a talking word processor** that increases writing quantity and improves writing quality through simple supports. Students write more and self-assess their work. Purposeful revision and editing tools help students make changes and improve their writing.

- **Begin** by doing the pre assessment in the Train-In-30
- **Talk** about their students and how this tool will support them
- **Work** through the tutorial, then return to complete the post assessment

*Distribute Think IT! Try IT! Choose IT! Train-In-30 Co:Writer®6*

**10:45 - 11:30 Co:Writer® 6**

**Co:Writer uses Linguistic Word Prediction™ intelligence.** Co:Writer provides the explicit vocabulary, spelling, composition and revision supports that build skill and considerably scaffold a broad population of struggling writers.

- **Begin** by doing the pre assessment in the Train-In-30
- **Talk** about their students and how this tool will support them
- **Work** through the tutorial, then return to complete the post assessment

**11:30 - 11:45 Answer questions**

**11:45 - 12:45 Lunch**

**12:45 - 1:00 Check in with the group, how is the pacing, any quick questions**

**1:00 - 1:15 SOLO 6**

**SOLO®6 includes the top four literacy accommodations**

**Demonstrate** how the four programs work seamlessly together using a student project of your choice i.e. book report, writing a two paragraph, web quest.

**1:15 - 2:00 Ask participants to work in pairs**

**Create a student assignment** using at least 2 of the tools and be prepared to share out with the group— (incorporate a break into this time slot)

**2:00 - 2:30 Share out projects**

**Suggestion:** get up and walk to each presenter's computer for their demonstration

**2:30 - 3:00 Ask the question, how does SOLO fits into the district's current initiatives?**

- **Open up** the Don Johnston website to locate the Show-Me-How Videos
- **Share** the S<sup>3</sup> Student Success Stories form – review the purpose, set a date for completion
- **Reflect** on the training session, fill out an evaluation, encourage participants to set a date for a follow— up meeting.