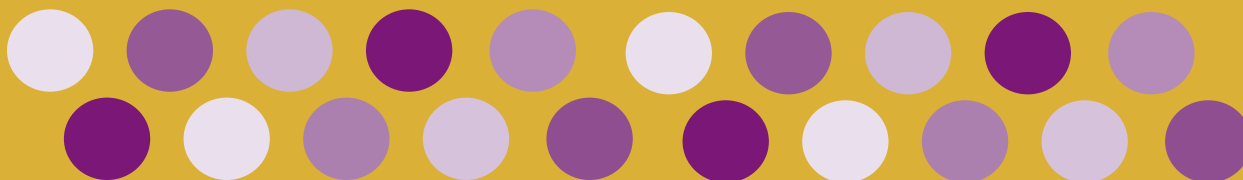


Train-In-30!

Think IT! Try IT! Choose IT!



CO:Writer[®]
SOLO

What's Inside ● ● ● ●

Validated Professional Development

Co:Writer SE 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[®] Product Demo prior to any training.
www.donjohnston.com/product_demo
- Preview the Co:Writer Classroom Implementation Tool on page 15. 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 is an independent intelligent word prediction program that works with any program that accepts text.

In addition, Co:Writer is part of the SOLO[®] Literacy Suite like Microsoft[®] Word is part of Microsoft Office.

1. Take the Co:Writer Skill Assessment on page 14.

Experience Writing with a Disability

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 2 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 everyday.
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 everyday.
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.

● ● ● ● Co:Writer Train-in-30 Tutorial


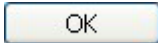




LAUNCH Co:Writer

Windows: Start menu and/or Shortcut on Desktop

Macintosh: Dock and/or Alias on Desktop

CREATE a Writer Profile

Your Writer Profile contains your own personal options and preferences which are available each time you login.

1. Click , type your name and click .
2. In the Welcome screen, click .
3. The next screen is where you choose a template. Co:Writer templates provide a starting point for creating the most appropriate writing support for individual, unique writers.
Accept the default **Standard** template by clicking .
4. There are many other choices you can make to a Writer Profile. So that you can get started writing quickly, click  to accept the defaults.
5. The Co:Writer Startup window displays and reminds you of the next steps. Once you know Co:Writer, you can check the box that says, “Don’t Show this again” to skip this box in the future.
6. Click the  that is floating in the upper right corner of your screen.
The Co:Writer sentence window opens in front of your word processor.

Tech Tip:

If you or someone else has been using Co:Writer on your computer, the Co:Writer Startup window may not display. This happens when the user has checked the “Don’t Show This Again” checkbox. In that case, the Co:Writer sentence window opens immediately.

Instruction

- ✓ Learners AND Teachers can create a Writer Profile.
- ✓ Use the same Writer Profile each time you login – saves time because settings are saved



Think IT!

THINK about what you want to express


THINK of a sentence:

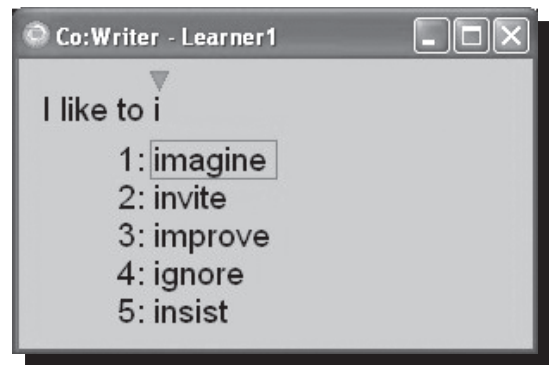
I like to imagine how it would be if I could really express what's on my mind.

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. Type the first letter(s) of the first word(s) you want to type in the Co:Writer window.
2. See Co:Writer make word predictions.
3. Press the down arrow key  to speak and scan words or point with your mouse to hear words.



Tech Tip:

If you don't see the predicted word you, 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

- ✓ This 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 at the top of the Co:Writer window.
2. Take a minute to finish the sentence.
3. At the end of the sentence, type a period. Co:Writer repeats the sentence written and sends it to your word processor. And it inserts a space after the period so it is ready for the next sentence.



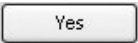
Instruction

- ✓ Point to each word with your mouse and 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 type the number key to select the predicted word. This is a good method for writers who are better with the keyboard than the mouse.

QUIT Co:Writer

1. On the Co:Writer palette, click  **More Commands**
2. Click .
3. Click .

Tech Tip:

Quickly quit Co:Writer

Windows: click the red 



Macintosh: click the red button 



Let's do it, again!

Think IT!

THINK about Writer Profile options

1. Launch Co:Writer again.
2. Click New Writer and enter another name. Click .
3. At the Welcome screen, Click .
4. Now you are in the wizard where you can consider a variety of options. Here is where you may choose a specific template. You can select a ready-made standard or special-needs template, an existing writer file or no template.

The default template is especially good for writers needing words appropriate for detailed and thoughtful writing across a wide range of school subjects, including geography, history and science. Its 12,000 word list is large enough to help them write on nearly any topic, but not so large as to overwhelm.

Click .

5. Here is where you decide which Co:Writer Window to use.

Word Window –

Type directly in your word processor. A small, one-word Co:Writer window presents single word predictions.

Sentence Window –

Type your sentence in Co:Writer window. At completion, the sentence is transferred to the word processor.


Paragraph Window –

Type your entire paragraph in the Co:Writer window. Press **Return/Enter** to transfer it to the word processor.

Click .

6. Here you choose when you want to see your predicted words.

Predict As Needed –

No word predictions are displayed until you tell Co:Writer to do so (press  to see word predictions).

Always Predict –

Word predictions are automatically displayed.

Click .

7. The next window is where you choose from three main dictionaries –

Beginning (6,000 words),
Intermediate (12,000 words)
and Advanced (40,000 words).

Click .



Co:Writer Train-in-30 Tutorial

(THINK about Writer Profile options — continued)

8. Here you can choose if word predictions match exactly the letters typed or if the word predictions will use Flexible Spelling. Flexible Spelling accommodates inventive and phonetic spellers. Choose to use Flexible Spelling.

Click .

9. In the next window, you may select the number of guesses that are predicted from 1 to 9. Beginning writers are more successful with 3-5 guesses; intermediate writers with 4-6; advanced writers with 5 or more. Click .

10. The next window is where you decide if you should show or hide a number list in front of the guesses. Use Show Numbers for writers who might prefer typing numbers to select a guess. Use Hide Numbers for writers who can use a mouse easily and/or for writers who might be distracted by trying to read or type numbers. Click .

11. The next window is where you choose the size of the display. Click the Smaller and Larger buttons to view size options. (Type some text in the Co:Writer window to see the effects.) Choose the text size you prefer to use for the remainder of this session.

Click .

12. In the last window, choose the background, text and cursor color combinations to meet individual writers' visual needs and/or personal preferences. Click the and buttons next to the Colors box to see the various combinations. Choose the color combination you prefer to use for the remainder of this session.

Click .

13. Click to exit.





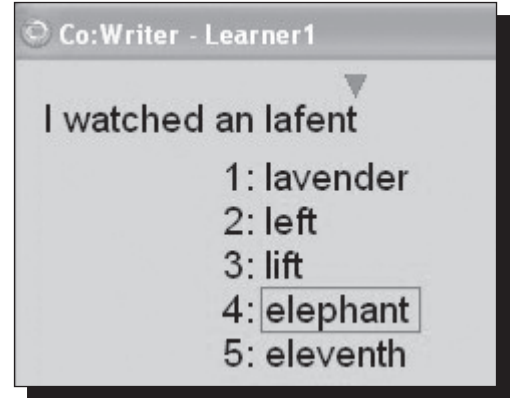
Try IT!

Type a sentence of your choice to see how the options you selected are used.

EXPLORE FlexSpell

Sometimes, writers are not sure how to spell words in their minds. Typically, they don't try at all. With Co:Writer, they can use whatever spelling skills they have.

1. Think of a sentence with hard-to-spell words, such as:
I watched an elephant and giraffe rollerskate down the street.
2. Type your sentence but STOP before you type *elephant*.
3. Type the word elephant as an inventive speller, (e.g., lafent)
4. 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 try either a different vowel or add a vowel.

Let's do it, again!

Think IT!

THINK about a specific topic



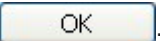
Think of a sentence about earthquakes. This topic is appropriate for older writers.

The seismograph measures the magnitude of earthquakes on the Richter Scale.

Try IT!

TOPIC DICTIONARY

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

1. In the Co:Writer Palette, click  **Topic Dictionaries**.
2. Click  to open the **Select Topic Dictionary** window.
3. In the **Categories List** on the left, select Science and Nature.
In the **Topics** list on the right, check **Earthquakes**.
4. 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.
- ✓ They also prompt thinking on the topic.
- ✓ More than 200 Topic Dictionaries that span the curriculum are available.

Choose IT!

SELECT topic-specific word predictions

1. After “The”, type “**seismo**” until seismograph is predicted.
2. Select **seismograph**.
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 *Richter Scale*.



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. Here are some solutions for more support.

EXPLORE eWord Bank

When you have a Topic Dictionary activated, you can show key words and terms in an e-word bank during composition.

1. On the Co:Writer Palette, click  **eWord Bank**.
2. You see the top words in your Topic Dictionary at the bottom of the Co:Writer Palette.

Instruction




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

3. Hide the Topic Dictionaries and eWord Bank options by clicking  **eWord Bank**.

Try IT and Choose IT!

EXPLORE other options


The icons at the top of the Palette – More  and Erase  – are used most often.

1. In the Sentence Window, type the letter **m**.
2. On the Co:Writer palette, click .
3. Click  a few more times until you see the last list of words.
4. Select the last word in the list to start a sentence.
5. What if you select the wrong word? Click  to delete the last word you entered in the Sentence Window.

Instruction

- ✓ Many times learners begin to type a word and it does not appear in the Guesses List right away.
- ✓ See more guesses for the letters of the target word already typed into the Sentence Window by using this button.

Tech Tip:





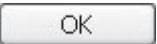

Once you are comfortable using the basic features and commands, click  **More Commands** and explore more options.

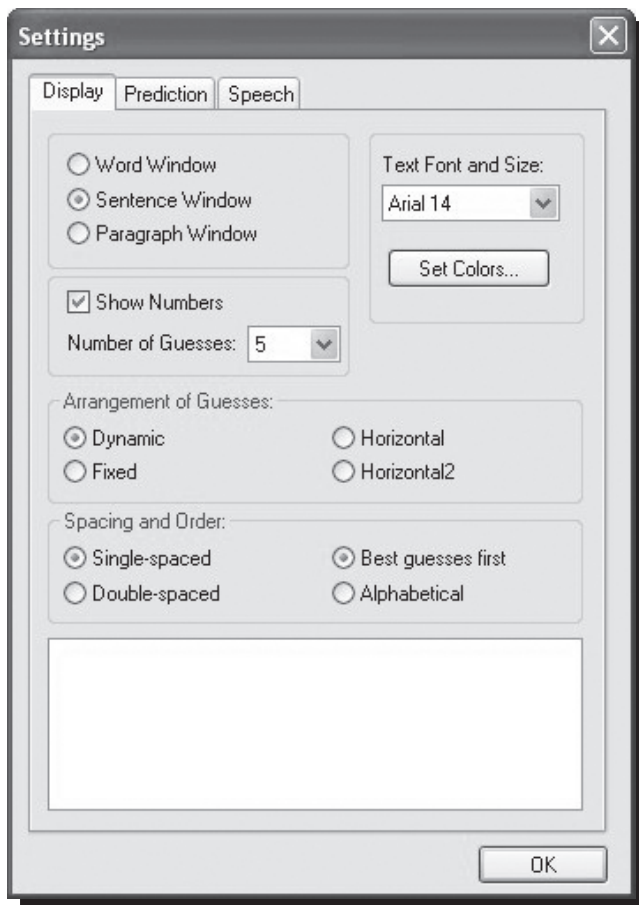
Let's do it, again — as a Teacher!

Think IT!

THINK about how to customize settings for a learner

Teacher Options lets a teacher manage customized Co:Writer writer files to meet individual writers' needs. To use Teacher Options, quit Co:Writer and login as a teacher.

1. Click  **More Commands**, click  and click .
2. Launch Co:Writer and click .
3. Type school in the Password field and click .
4. Select the name of the writer you created in the beginning of this session in the **Writer** drop-down list.
5. Click Settings .



Instruction

- ✓ 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.



Try IT!

1. In the Display tab, select another size to try in the **Text Font and Size** drop-down list.
2. In the Display tab, click .
3. In the Speech tab, change the voice and the rate of speech.
4. Click to save your changes.



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 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 **Use Co:Writer** button.
3. Type any sentence.

Let's do it, again!


Think IT!

WHERE else do writers write?

Writers are not always working on school papers. Writers are writing in many places to many audiences about hundreds of topics – emails, blogs, wikis, Facebook.

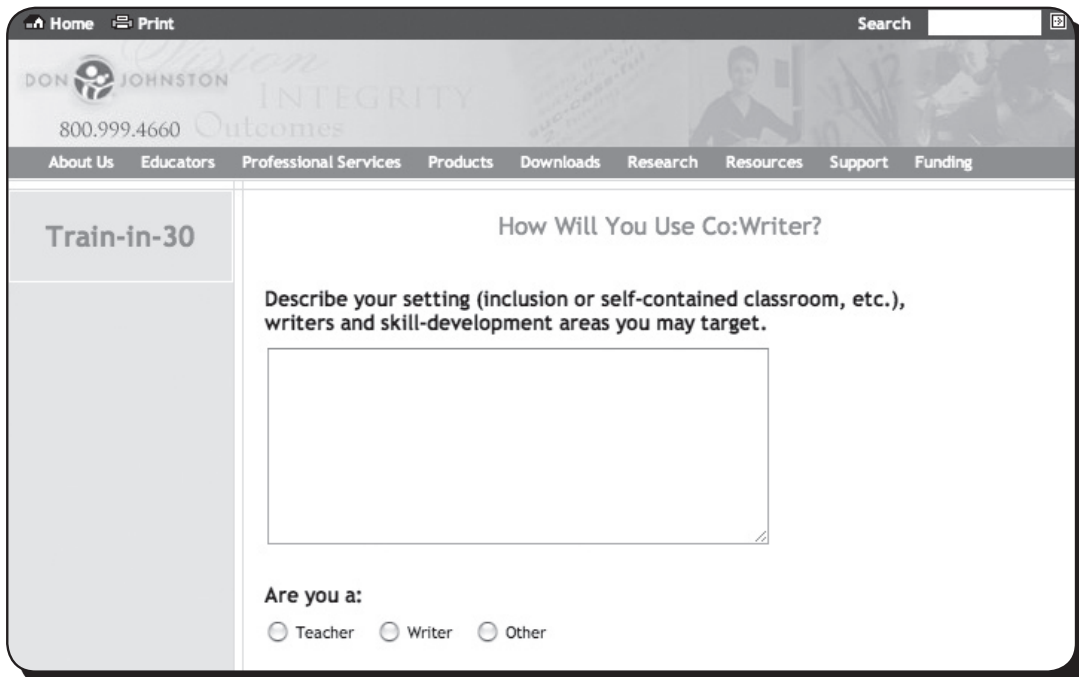
EXPLORE Writing on the Internet

Go online, if needed, and then “hide” Co:Writer.

1. Click hide 
Co:Writer's prediction mode is temporarily turned off.
2. In your web browser, type the URL
www.donjohnston.com/trainin30
3. Press Return.

Tech Tip:

As alternative, Press to enter True Keys. This lets you type without any predictions. When you are finished, press again to return to Co:Writer predictions. Use this for numbers, addresses or passwords.




The screenshot shows a web browser window with the Don Johnston website. The page title is "Train-in-30" and the main heading is "How Will You Use Co:Writer?". Below the heading, there is a text input field with the prompt: "Describe your setting (inclusion or self-contained classroom, etc.), writers and skill-development areas you may target." At the bottom of the form, there is a section titled "Are you a:" with three radio button options: "Teacher", "Writer", and "Other".



Try IT and Choose IT!

WRITE your response

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

 **Tech Tip:**

Type anywhere you can use text!

Think IT! Try IT! Choose IT!

Pre Assessment

What student outcomes do you expect through the use of Co:Writer?

Do you know how to:

Think IT!

- Work with Co:Writer and word processor
- Use inventive spelling and Flexspell
- Get the most guesses
- Activate and use a Topic Dictionary

Try IT!

- Use the Co:Writer Palette
- Use speech to review the predicted words before choosing them
- Change the voice
- Change the font size and color
- Sign in as a Teacher
- Create a Writer Profile

Choose IT!

- Select the word you want from the word predictions
- View the eWord Bank
- Locate the main dictionary settings
- Save settings to a Writer Profile
- Examine Teacher's Options

Post Assessment

How did your thinking shift?

Do you know how to:

Think IT!

- Work with Co:Writer and word processor
- Use inventive spelling and Flexspell
- Get the most guesses
- Activate and use a Topic Dictionary

Try IT!

- Use the Co:Writer Palette
- Use speech to review the predicted words before choosing them
- Change the voice
- Change the font size and color
- Sign in as a Teacher
- Create a Writer Profile

Choose IT!

- Select the word you want from the word predictions
- View the eWord Bank
- Locate the main dictionary settings
- Save settings to a Writer Profile
- Examine Teacher's Options



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 (Do students need this at home?)
- Integrate your writing instruction with Co:Writer — show students the technology in a writing context.
- Measure changes in attitude — yours and the students'!

Sample:

Learners Who Need Access to Co:Writer	IEP Goals, 504 Plans or Reading Standards	Frequency and Duration the student needs to use Co:Writer to achieve goals	Classroom/Subject/Period	Co:Writer Location: Classroom/Lab/Media Center/Resource Room/Rolling Cart	Testing accommodation: Get approval to use for standardized testing
<p><i>Example:</i> Adrian Kolze</p>	<p><i>Student will compose a 5-paragraph paper using at least 15 sentences with 90% accuracy in use of capitalization, punctuation and grammar for 5 assignments in the grading period ending December 31 using a word prediction program</i></p>	<p><i>30 minutes each 3 times a week</i></p>	<p><i>English Literature</i></p>	<p><i>Media Center</i></p>	<p><i>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.</i></p>
<p><i>Example:</i> Jose Martinez</p>	<p><i>Student will write a summary of selected text containing the main idea and details with 80% accuracy using word prediction, for 5 assignments during the 3rd quarter grading period ending March 30.</i></p>	<p><i>Once a week for 45 minutes each.</i></p>	<p><i>Social Studies Class</i></p>	<p><i>Classroom computer</i></p>	<p><i>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.</i></p>



Professional Development Tracker

Name: _____ Initial Goals: _____

Outcomes of this Professional Learning: _____

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

Total Professional Development Time: _____



