ClaroRead

Train-the-Trainer Materials

1.Introduction

ClaroRead literacy software incorporates several key elements of Universal Design for Learning (UDL), Assistive Technology (AT), High Leverage Practices (HLP), and Accessible Educational Materials (AEM) in order to support students with diverse learning needs.

ClaroRead is designed to meet the principles of UDL. It provides multiple means to enable students to access and engage with text in various ways. For example, it includes text-to-speech features that can read text aloud and a range of fonts and line spacing to customize the appearance of the text. The software also provides multiple means of writing, such as prediction and dictation, which is particularly beneficial for students who struggle with handwriting or typing.

ClaroRead is an Assistive Technology (AT) tool that provides a range of features to support students with disabilities or learning differences. For example, it includes optical character recognition (OCR) technology, which can scan printed text and convert it into digital text that can be read aloud, or manipulated. It also provides a range of reading and writing support that can help students to better comprehend and express themselves.

ClaroRead incorporates HLPs by providing educators with research-based instructional practices that they can use to support students with diverse learning needs. For example, the software includes a range of strategies and supports that can be used to differentiate instruction and engage students in learning, such as scaffolded reading and writing activities.

ClaroRead is also an AEM tool that provides students with accessible materials that they can use to engage with text and express themselves in meaningful ways. It includes features that make text and digital materials more accessible to

students with disabilities or learning differences, such as text-to-speech, OCR, and alternative input methods like dictation.

Overall, ClaroRead is an excellent example of a tool that incorporates the key elements of UDL, AT, HLPs, and AEM in order to support students with diverse learning needs. By providing multiple means of representation, expression, and engagement, educators can better differentiate instruction and support students in achieving their full potential.

Video links:

[UDL at a Glance](#) (4:27)

[Introduction to ClaroRead](#) (3:08)

Sample Reflection Questions

1. How can ClaroRead be used to make reading more accessible for all learners?
2. In what ways does ClaroRead support the needs of students with learning differences or disabilities?
3. What is one way you see yourself using ClaroRead with your students in your classroom?
4. How does ClaroRead help with UDL?
5. Are there any concerns or limitations you have about using ClaroRead in your teaching practice?

2.Curriculum and Training Materials

1. [Play - Text to Speech](#)
2. [Scan from Screen](#)
3. [Screen Tinting & Reading Ruler](#)
4. [Dictate](#)
5. [Spelling checker](#)
6. [Save to Audio](#)

Play - Text to Speech

Text to Speech is one of the most powerful tools included in ClaroRead as it can be used to help engage students with their reading and reduce the barriers that some of your students may have to reading.

There is the ability to change the voice and highlighting options which is key to adapt to the individual students needs.

Video link:
Play (2.54 mins)

Tips for usage:
1. Have students choose their own preferred voice and adjust the speed. They can change the voice and adjust the speed within the Speak tab of Settings.
2. Make sure the ClaroRead Edge or ClaroRead Chrome extensions are available in the browser to enable the use of text to speech on the web. **Remember** ClaroRead will need to be closed when using the extension.
3. Any time you require your students to do any reading make sure you facilitate the use of ClaroRead.

Scan from Screen

There will be occasions when your students come across what is known as inaccessible text. This text can't be read aloud as easily as it's an image of the text rather than actual words and characters. Many of the learning resources provided as PDF's to students can have such inaccessible text. Scan from screen is a simple way of getting this inaccessible text read aloud.

Video link:

Scan from Screen (2.01 mins)

Tips for usage:
1. For those students who really struggle with reading make sure they know how to use this tool as they will often come across inaccessible text.
2. If you find that the PDF resources you are using are inaccessible consider using Scan from File to make the whole PDF accessible.

Screen Tinting & Reading Ruler

Screen Tinting enables the screen to have a fully adjustable color tint. This can help students with Irlen syndrome or visual stress so they can read the text on screen.

The Reading Ruler helps students concentrate on the text they are reading as it puts a colored bar across the screen which they can control with their mouse.

Video links:

Screen Tinting (1.21 mins)
Reading Ruler (1.51 mins)

Tips for usage:
1. Remember True Black mode which will make the Screen Tinting act more like a physical filter or tinted glasses.
2. Reading Ruler is a great way to reduce the distractions of a busy webpage.
3. Students who have difficulty with visual tracking will find the use of the Reading Ruler beneficial.

Dictate

Dictate is Speech to Text which allows for students to speak their thoughts and answers versus having to type them. If Dragon is installed, Dictate will control Dragon's microphone. If Dragon isn't installed, then Dictate opens Windows Voice typing toolbar. Using Dictate students can dictate what they want to say including any punctuation.

Video link:
[Dictate](#) (2.00 mins)

Tips for usage:
1. If you can't see the Dictate button on the ClaroRead toolbar it will need to be enabled in the Settings - View tab.
2. It is best to use a headset with a microphone when using Dictate. Make sure the microphone is working.
3. Remember the ability of Dictate to include punctuation.
4. Consider the environment that your students will be using this in and try to reduce background noise.
5. If your student is already using Dragon they can continue to do so via ClaroRead.

Check

ClaroReads Check will help students check their work for spelling and grammar mistakes. It will help them to identify errors and make corrections to improve their writing.

For those students who might struggle with choosing the right correction additional support of text-to-speech and definitions for suggested corrections is provided.

Video link:
Spelling Checker (2.24 mins)

Tips for usage:

1. In Microsoft Word click in any identified error and then on the Check icon. In other applications select the text to be checked and then click on the Check icon.
2. To have a suggestion or definition read aloud click on the Speak button and then hover over it.
3. Remember to show your students the ability to use Check to look up the meanings of words.
4. Using Spell Check All is an easy way to proof written work.

Homophone

Some students have particular difficulties with homophones when learning and using English. The Homophones checker will help students identify homophones and help them check they are using them correctly.

Homophone checker (1.43 mins)

Tips for usage:

1. Use Check Homophones to check all the homophones in a Microsoft Word document.
2. In applications other than Microsoft Word remember to select the text before clicking on Check Homophones.
3. We recommend that students use the homophone checker as a final proofing check, for example before submitting an important essay.

Save to Audio

ClaroRead's Save button saves text as an audio file. This can be used by educators to create learning resources that they can share with students. It can also be used by students so they can listen to text later. For example, they might have notes from a lecture that they want to listen to on their mobile device while on their way to college or revision notes they want to listen to as they relax.

Video link:
Save to Audio (2.08 mins)

Tips for usage:

1. Using Save to Audio is an easy way to provide educational resources in alternative formats to suit the needs of students thereby supporting UDL.
2. Build up educational resources and easily share with your students.
3. Recommend your students use this with their revision notes to particularly help your auditory learners.

Action Planning for Quick Wins

Educators need to take time to reflect on how and how often they are implementing ClaroRead in their instruction, lessons and activities in order to increase the ease of use and benefits for students. Continuously seeking feedback from students and colleagues, and staying informed of new updates and resources available can help ensure the most effective use of ClaroRead.

Here are some sample questions for participants to answer at the end of a ClaroRead training session:

1. In what specific lesson or activity will you use ClaroRead tools this week?
2. What specific tools will you use in the lesson or activity?
3. Why have you chosen those tools?
4. How will you introduce those tools to your students?
5. How will you use ClaroRead to support UDL principles in this lesson or activity?
6. How will you measure the effectiveness of using ClaroRead in this lesson or activity?
7. What support or resources do you need to effectively implement ClaroRead in this lesson or activity?
8. Identify the videos you will use to train your students.

Additional Resources:

- [Texthelp Academy](#)

- [High Leverage Practices](#)

- [ClaroRead How to Guides](#)