

>> We're right at the top of the hour,
so we'll go ahead and get started.

So thank you all for joining and again,
this is being recorded and will be available on the Closing the Gap website.

I want to welcome you to our webinar Accessibility and Rates for ReadSpeaker ,
A Voice for All Learners.

Some of you may have heard about ReadSpeaker and some this may be very new.

So I hope that this is informative webinar

for you guys to learn about our tools ReadSpeaker,

Text-to-speech company, and how it can benefit you and your students.

So let me introduce myself,

I'm Kathy Wood I'm the Education Partner Manager here at ReadSpeaker.

I have 20-years background at Blackboard and was snagged over to ReadSpeaker,

and what I do is I work with all of our partners in our education space,

not only our LMS partners,

but other partners such as Closing the Gap, Ahead, and others.

The lovely [inaudible 00:01:09] working from home.

That was my cat, Charlie, apologies.

I want to introduce you also to Ginger Dewey,

who is co-hosting this webinar with me,

she is our Educational Development Manager.

Ginger is our go-to guru with everything customer support related on getting you
on-boarded and is your connect person for the life of the license.

Again, welcome and let's get started.

We've got a good agenda for you today.

We're going to again introduce what exactly is ReadSpeaker,

and what type of tools we offer and how it works in terms of what it does for

you and for your students in terms of making that UDL model of learning available to all.

Again, we'll do some video overviews of the tools.

Then we'll wrap up with how easy it is to use it and implement.

Who are we? We are a text-to-speech product,

but we, unlike our competitors,

include several accessibility tools.

We have over 20 years of experience.

We are used by over 1500 institutions globally.

When we talk about UDL,

we help everyone, not just a few.

Then again, at the end we will wrap up with

how easy our products are to implement and use.

I think everyone on this webinar knows no two students learn

the same way and I think in our learning environment these days,

it's really hard to differentiate

between all of our different students and how they learn.

Not only that, but only one out

of every 20 students with a learning disability actually inform their college.

When you think about the numbers,

that's eye-opening and then there's more statistics on the side,

about 15 percent of the world's population experience some form of disability.

Twenty-six percent of people in the United States have some sort of disability,

and 60 - 80 percent of those don't disclose and there could

be number of reasons why they do not disclose their disability.

Kathy let's break that down into some hard numbers.

Let's say we have 5000 people.

If we do the math,
then 26 percent, since we're in the United States,
have a disability, that's 1300 people.

Then if we use 30 percent as disclosing,
that means 70 percent of those are not disclosing.

That's 910 people on higher ed that could potentially not
be disclosing that they have a disability of
some sort and I think that's important for us to recognize.

In K-12, getting accommodations is very easy because they provide the testing,
but on higher ed,
you have to pay for the testing, not the college.

That makes it much more difficult for college students to
get the accommodations they make.

Again, there could be plenty of different reasons.

It could be they don't feel comfortable sharing that information. It could be cost.

But again, it's something we need to keep in the back of our mind that we
have students that we are teaching.

We have students that we come in contact with every day that need
accommodations that are not disclosing that for some reason.

When we think about UDL and the universal reach and universal design of learning,
how to ReadSpeaker's text-to-speech solutions help with that.

On the right you see the different circles and in terms of engagement,
accessibility, and convenience, and how our tools fit under those things.

Every learner has a favorite method for obtaining,
comprehending, and retaining information.

You think about even the way you'd like to read.

Some people are more e-book centric.

Some people like me,
like the actual book in hand,
we all learn differently and then we have to think
about how to reach all those students with different learning needs.

Text-to-speech technology allows learners to listen to and better see course
material,

documents or other writing assignments,
easily increasing accessibility of online course text.

So again, text to speech,
we don't just think about a small group of people with a disability,
we need to think about how it can reach all.

Abraham Lincoln. He was
actually ahead of the game when we think about universal design of learning.

He once stated, "When I read aloud two senses,
catch the idea: first,

I see what I read;
second, I hear it and therefore I can remember it better."

I don't think there's any better way to say it and again,
we think about our former president
like way back when talking about those multi-modal ways of learning.

Before I hand it over to Ginger,
I want to just again talk about universal design of learning.

It's based on scientific insights.

It's about providing equal opportunity for students to learn.

It works for everyone because it's about their individual needs.

Again, we want to think about everyone,
not just a few.

Ginger I'm going to hand over to you.

Well, let's look at the parts of the brains.

Thank you, Kathy, and in the first part of the slide on the left, we talk about what we are learning.

That is actually the back lobe of the brain, which is short-term memory, speech, musical rhythm, some degree of smell recognition.

What that's doing is allowing you to grasp the what.

The center picture is,

the frontal lobe of the brain and that's letting you grasp the how and that's like your cognitive skills, planning, organizing, you're getting yourself ready.

It's the how you're going to do it and then on the far right you have the why, and that is the cerebrum area, and that is your speech.

It's letting you gather that part when.

You put these three parts together, then you've got all of the brain not only working together, but each doing its own task, and as we look at UDL, we're trying to figure out how to engage all three parts of the brain or engage the part that is primary for that person.

Kathy next slide.

>> Sure.

>> One of the things that we have is Anna Stamat who is Disability Services Coordinator at Northeast Iowa Community College. Anna is a longtime ReadSpeaker user and she provided us with a quote,

"Northeast Iowa Community College provides equal opportunity and resources for each individual student. By providing ReadSpeaker access to all students within our college, we're taking the step beyond fairness, working toward dismantling the barriers that get in the way of individual success. All students have access to having their course materials accessible to avoid having to overcome obstacles and enjoy a robust educational experience." When you look at what Anna is saying and you think about UDL, you see that we are addressing not just the students that have disabilities, but all students. Beyond that, we're letting them grasp the information in a manner that helps them. If they need it visually, then they have it on the page. We have some tools to help them stay online and stay focused. If they need it as an auditory, we have the text to speech. If they need it as tactile then we have ways to help the course come alive that makes them feel like they are enjoying and participating in the course and using those tactile skills. Next slide.

>> Sure.

>> I'm just wondering if anybody else has a great co-worker like I do, like Challon. He's very engaged in the presentation.

[OVERLAPPING].

We're going to start with some quick videos that have an overview of some of our tools.

Some of you may be familiar with ReadSpeaker's offering.

Some of you just may be the first time even seeing some of these tools in action.

I want you to know that ReadSpeaker has certified integrations with all the major LMSs.

Some of these will be Spotlighting Canvas.

Some of these may be in D2L Brightspace and some may be in Blackboard.

We also recently launched a partnership with Schoology.

We have a Schoology-specific offering as well.

But so that you know, as you look at this,

the environment may be familiar because you may be in Canvas,

you may be in Blackboard, you may be in Brightspace.

So again, I just want to put that out there

that some of these will just be different environments as you see.

Jane, I'm going to hand it over to you as you or unless you just want me to start

this first video and you can chat at the end of it and we'll go to the next one.

>> Go ahead and start the video and then we'll chat at the end.

>> In this video, we're going to talk about how you access

Web Reader in Canvas.

On the left-hand column,

there will be a button or tap that has a little triangle on it.

When you click on it,

it flies up to the top and it is the Web Reader.

At this point, you can read anything that is HTML within Canvas.

>> What that's saying is,

we can move our player around on the page,

which allows you to place it where you want it

and it then is more comfortable to you because you interacted with it.

In this next video,

we're talking about our settings and our text mode.

One of the things that we're very proud of at ReadSpeaker is the fact that we do offer multiple font sizes, fonts, and background text colors so that you can select what is best for you. Kathy.

>> What we're going to talk about first is tools of inclusion.

Inclusion does not necessarily mean

just those students who have identified as needing an accommodation.

There are a lot of students on higher red level, that have not identified and that can be because cost or just wanting it to be kept close to the vest, so to speak.

There are other students that can benefit from these tools also that maybe do not have a disability, but just prefer a different format.

One of the first things we're going to talk about is settings.

In settings, you can see we can set the word and sentence color, but we have the population of students that are colorblind.

If you're working on a course that is heavy in vocabulary, then you want to use the underline on the word and on the sentence.

When we are in text mode,

our font size goes from minus one to plus seven while normal is about 12 points.

We're going to put it on plus seven.

Our fonts go from Serif, to Sans Serif, to OpenDyslexic.

Open Dyslexic is a relatively newer font basically came out around 2010, 2012 time frame.

There were other Dyslexic fonts that were similar to this before then.

This Dyslexic font and others like it are

very good for Dyslexic students because it places a bolding on the letters so that the students can separate the letters themselves and therefore phonetically sound out words.

Your younger students maybe have been exposed to some type of Dyslexic type of face whereas your older students maybe have not.

The Dyslexia Awareness Month,

which I believe was October,

I learned that yellow and black is the best settings for Dyslexic Students.

If we scroll down,

we see things are written on top of each other.

In text mode, we can stretch the window so that that is no longer a case.

You can see the bolding or thickening of the text on

each individual line that helps so students phonetically sound it out.

That's a bit difficult for me to read,

so I'm going to move it to Black on Light Yellow,

move this back to Open Sans,

and put this back on a plus two font,

and we see the screen in this manner.

Notice this particular Menu Bar is on all text blocks.

Now let's look at text mode.

In Text Mode, everything is left justified and we see the colors that we have chosen.

We see the menu up here at the top and what that's doing is it's

removing any image that does not have an alt text associated with it.

If it is a decorative text,

it's gone, if it doesn't have an alt text, it's gone.

The other thing is if you had titles on this page or headings on this page,

they would be responsive in size based on the font size you have here.

I'm going to move this back to Normal and Black on White.

You can see how quickly you can make those changes without having to go back all the way to your settings to do that.

I want to explain one thing before we go on.

You may have the voice and not connected completely with the video.

That's a Zoom thing because they transmit audio and video at different rates.

Please know that if you're looking at these videos or you're listening to things being read in ReadSpeaker on your computer, they will be in sync.

The next thing that we have are three tools, the Enlarged Text [OVERLAPPING].

>> We did have a question in the chat about Google Classroom.

Do you want to speak to that?

>> Yeah, I miss the Google Classroom.

>> Can you tell me what the question was and then I'll speak to it.

>> Sure, let me grab the chat back.

Jeanette asked, can you use this tool within Google Classroom, Google Suite of tools.

I work with students in K-12 and I primarily use tools in Google Suite, Microsoft Teams, and other platforms?

>> Yes, you can use our [NOISE] TextAid with the Google Classroom, the TextAid Extension,

in particular, would work with your Chrome, Edge, Firefox.

If you use the older browser Opera,

it would also work there because Opera runs off of a Chromium engine, and that way you would be able to read everything that's there.

You can set your reading speed changer, voice on it.

You can use writing assistance,
which we'll talk about here in a little bit,
and snapshot right there inside your Google Classroom.

To answer your question, yes, you can.

It is not webReader and docReader,
it is another tool that we have called TextAid that does work within that classroom.

Other questions before I go on?

The next three tools are Enlarged Text,
Page Mask, and the Reading Ruler.

One of the things that I learned very quickly about
Enlarged Text is it is not just for the visually handicapped,
it's for a lot of other groups.

The Page Mask and the Reading Ruler,
they too are for multiple groups.

Let's listen to this video and then I'll add some more to
it after we've listened to it. Kathy.

>> Now let's talk about students who maybe have
a little bit of difficulty with vision or they may be gamers,
or they may need to increase focus.

A tool that we have for those type of
students is called Enlarged Text and the way it works is you turn it on,
then you highlight some information and you click "Listen".

We're going to see it at the bottom of the screen in an enlarged font.

>> Knowing where to find learner support is.

>> As you can see, it is playing and one of the things is it's larger.

I can make it larger than this but I

want you to pay attention to how quickly it appears to be reading.

Now the reading speed is staying the same but it appears that it is moving faster because the highlighted word is larger.

>> Essential to your success.

Our independence makes us feel that we should.

>> I stopped it. It is still turned on up here.

We do have to go back and turn it off.

Now, that's great for the students

that need to increase their focus because their eyes pull to it.

It's great for gamers because it looks like it's moving fast.

It's great for students who have lower vision.

Other tools that we have that help with distracted readers,

whether that be because they might have ADD,

they might have ADHD,

they might have some cognitive learning difficulties,

those tools are the Page Mask and we'll look at that.

As you see it is a mask,

it's like a sheet of paper with a hole cut in it.

You can make it larger or smaller.

You can use it like a notecard with the bottom edge to stay online,

it's great for those students that are having that focus.

Another tool we have when we're on a document is the Reading Ruler and when I turn it on,

it is like a notecard.

You can make it larger or smaller and when you're in docReader,

that's like sheets of paper,

so you can move the Reading Ruler or

you can move the paper behind it by moving on your mouse.

The same thing is true for the Page Mask,
when you're in the docReader,
you can move the paper instead of the mask.

Now those are those three tools.

>> I would like to add a little bit to that and say that
the Page Mask is very good for students who
are reading very difficult material because
they tend to get a little bit distracted as they're trying to consume it,
it's in a smaller bit of information.

It's zoomed in by graying out above and below it.

If you're working with any type of code like OSHA or FDA or something like that,
then the Page Mask and the Reading Ruler are very good,
they are to help you stay online.

Our next video is on the dictionary,
translation, and reading speed.

A lot of people don't think of these as tools
of accessibility or accommodation, but they are.

Let's listen and see how.

>> Now the next two tools we're going to talk about are Dictionary and Translate.

With the Dictionary and Translate,
you might not think of those as tools of inclusion but if
you have a student that is the second language student,
then being able to translate a word or phrase back into their native language,
or to be able to look up a word to see what it
means in the English language is important.

Let's take the word highlighted and I'm just going to
highlight the word highlighted and click on "Dictionary" and we see it can't find it.

Now, we use Wiktionary,
which is an Oxford style dictionary and because of that,
you normally have to drop the suffix like you do in a normal dictionary.
Now I'm going to highlight just the word highlight and click "Dictionary."
Now we can see that it's telling us that we are using an online dictionary.
It can be used as a noun and a verb and what the definitions are.

Let's say we do not know what different learning preferences
is in English and we want to translate that to our native language,
which maybe is French.

Now this tells us that we are using
Google Translate and you can see that down here and it
translates basically as different preferences learning and we can listen to that.

[FOREIGN]

For the French-speaking student,
they would understand that.

However, if I unwind the entire page or a paragraph or a sentence,
Google Translate is going to go back to working as a word-by-word translation,
which means it's not going to have the sentence structure correct in the other
language.

One other tool I want to mention here that you
maybe don't realize can be a tool of accessibility,
and I'm going to pause this real quick, is reading speed.

Now, reading speed for a student that is
a second language learner needs to be a
little bit slower so that they can grasp the pronunciation of the words.

If you're working on a very difficult subject matter,
you might want to pull it down slower.

If you're going into an area where information comes at you fast, you may want it a little bit faster.

That will help change how you want to do the reading speed.

Let's listen to this,

pumping it up just a little bit on speed.

>> Knowing where to find learners support is essential to your success.

>> As you can hear, it was moving much faster, [inaudible 00:26:35].

>> Ginger, we had a question in the chat.

I don't know if you already have addressed it or not but for everyone, is it possible to slow down the speed of reading for the enlarged text?

>> Yes. Reading speed and enlarged text and text mode, these are all separate settings.

You can adjust each one individually.

They are device and browser specific.

Let's say on your laptop you're working in Chrome, well, you have your settings for Chrome on that laptop.

But on your phone,

if you're working with Chrome,

you have a different set of settings.

The same is true if on your laptop you swap from Chrome over to Firefox, you would have different settings there.

You can adjust the reading speed,

the colors of highlighting,

what you want in text mode to be shown,

all of those and some other settings that we have in doc reader called highlighting or held in the cookies and cache so

you can adjust each one of those individually.

The second language learner that has lower vision or is ADD, they could slow it down and use enlarged text together. Kathy.

>> Perfect. Again, we've talked about tools we might always associate with accessibility,

and we've talked about tools that we might be the first time thinking about connecting it with testability and screen burnout maybe one of those.

Screen burnout, we have seen our students pivot to virtual learning during COVID.

Over the last year,

we may have students that are continuing

the virtual learning even the brick and mortar are back open.

When we're on the computer all day long,

screen burnout is a real thing.

How you keep your students engaged when they're

on the computer all day long, class after class?

Even when I think about my teenage son

who had you all of his classes through Google Classroom and other virtual means,

it gets boring pretty quickly for these students.

I want to just mention that and know that our tools help with the screen burnout.

I'm going to go ahead and play that video in change,

you can add a little bit to that after the video.

>> We talked about a lot of tools that we have in Web Reader

and something that we haven't mentioned is screen burnout.

You might not think about screen burnout as being about accessibility, but it is.

If you are not paying attention because you're

so burned out from reading the screen all day,

then you're not grasping what you need to be grasping.

So far, we've talked about settings,

we've talked about enlarged text,

text mode, page mask.

Of course, you can download and listen to your material if you wanted to.

We've talked about the dictionary and translate and how they help us,

but we have not talked about another tool that gives us a lot of advantage

about listening to what we're hearing because we can swap up from reading to listening.

But if you listen to the same voice all day,

it begins to sound like Charlie Brown's mom.

But up here, we have reading language.

Let me explain one thing about reading language.

It is not a translation tool.

It should always match the language of the document that you're reading,

whether that be a file like it is here or if we are reading a document itself.

Your reading language should always match it.

It is not a translation tool.

I keep emphasizing that.

But depending on which voices you have,

you should have male and female for each one.

You should automatically have female and male of the English.

If you purchase the Spanish language,

then you should have male and female of it.

If you purchased French or Canadian French,

you should have male and female of it.

Whichever language packs you have,

you should have both genders.

If you don't, contact us and we will give you the other gender for that language pack.

Like I said, you want to be able to change this up.

If I wanted to use the American English female voice,

I could change to hear,

and notice that the tab did go to the left that's because it's changing a voice engine.

I could then look at this much and have it read aloud.

>> You may prefer to listen to information.

>> Okay. Now, I'm going to go back and change it to the male voice.

>> You may prefer to listen to information.

>> You can hear the different voices.

Students sometimes will choose to use

one voice for one subject and another voice for a different subject.

They may choose the voice based on the gender of the instructor.

A male for a male instructor,

and a female for a female instructor.

They may choose it as a subject area.

Like all their sciences,

they want one gender and all their liberal arts,

they want a different gender.

They may choose it just because they like that particular voice.

There's lots of things that could cause them to choose voice.

Anything we can do to reduce screen fatigue or burnout helps, and changing voices,

changing the text background and swapping over into

text mode, using enlarged text.

Again, here's the text mode button.

Using a page mask.

Anything that we can do that breaks that same way they have been looking

at the screen helps to reduce

the screen fatigue and burnout that our students are experiencing.

In this day and age,

there's a lot of burnout going on.

>> You're muted, Ginger.

Ginger, you're muted.

[LAUGHTER]

>> Hang on, mouse was on the wrong screen.

>> There you go.

>> Sorry about that. One of the things I want to say about the screen burnout is there is so much in this day and age.

In fact, on the news the other day they're talking about

Zoom a phobia was what our local newscaster said

because so many students were in Zoom so much that they were actually

having problems being on the screen that much and they had to break it up.

Well, anything you do helps break it up.

We had a question while Kathy was presenting on the screen burnout and it says,

"Is there an option to type out your own message and use

the ReadSpeaker as a means of communication for someone who is nonverbal?"

The answer is yes.

You could type on a Google Doc or a Word online doc,

or you could type on a new texts document

inside of TextAid and then have it played out to the student.

You can dictate in the TextAid.

It is a non-trainable mic,

but it does work very well as long as you talk clearly and don't slur your words,

it doesn't make too many mistakes.

It says, "Along with this question,

is there an app version of ReadSpeaker for iPads?

Kathy help me here. Isn't TextAid available on iPads?

>> I believe it is.

>> [NOISE] I think it is.

I don't think that our web reader and doc reader would work there,
but I'm fairly certain that our TextAid does.

We'll check back here while we're looking at the next video.

Proof listening is one of my favorite videos.

When I'm thinking about proof listening,

I stop and think about all of those papers that I wrote when I was in junior high,
in high school, in college and how I went about proofreading them.

Well, I'm not a great proofreader as it turns out,

because I always get tagged on a lot of things such as the wrong word that I typed,
that was a typo or I didn't

necessarily make it a complex sentence or something like that.

This video right here talks about the importance of proof listening.

Often we tell students proofread,

and proofread isn't the way they need to be doing it.

They need to be proof listening. Kathy?

>> We're going to look at two more accessibility tools,
and these are in our tool called TextAid.

I've typed up two sentences up here,

and if I listen to the sentences,

we're going to hear a problem.

>> This is demo form Ginger.

She not travelng today.

>> This is what we call proof listening.

Because if you're proofreading,

the first thing you do is a spellcheck and we see traveling is misspelled.

When I click on the word,

I can choose which word I want or I could listen to it also.

A lot of students that's as far as they go with proofreading because when they read this,

they read, "This is a demo from Ginger.

She is not traveling today."

But is not what that says.

We heard, "This is demo."

We need a demo.

We heard, "Form not from.

She is not traveling today."

Now if we listen to it again.

>> This is a demo from Ginger.

She's not traveling today.

>> We hear two short sentences.

They could be called clumsy sentences,

because they are short and choppy and we need to make more complex sentences.

This is a demo from Ginger and she is not traveling today.

Just putting in that and helps combine the two sentences.

If we listen now.

>> This is a demo from Ginger and she's not traveling today.

>> We hear the sentence as a more complex sentence.

Now, at that point,

if you were writing a paper,

you've proof listen to the entire work,

it's now time to go to a tutor to see about sentence fragments,
paper structure, the flow of the paper,
did you hit all the marks that you're supposed to hit as you're writing it?

The other tool I want to show you is dictation.

We do have a dictation service in our new text.

With that dictation service,
you'll notice that it has a "Start" button.

With the "Start" button,
as I start talking,

it's going to record what I say.

I want you to pay attention to how quickly I go
through the sentences without a long pause in there.

Today is today.

Tomorrow is not today.

What will tomorrow be?

Notice that it put in the capital T on tomorrow,
the capital W on what.

It put in the periods and the question mark,
but it not put in the T on today.

I need to make that a capital T and insert it.

Another thing we can do with dictation,
if we're not that fast with saying things,
we can click the "Start" and I'm going to do this several times.

Today is today.

Now, I click in my box and I press "Enter."

What will tomorrow be?

Now I click in the box and press "Enter."

I don't know, do you?

Notice it does take the comma.

Our ending punctuation is there.

I is capitalized because it's proper pronoun,

but I do need to capitalize the first letter of each sentence.

That's why I put the Return or Enter so that all of the sentences

started on the left and I could catch all of

those capital letters because when I insert the text,

notice it comes cross in paragraph form,

not in the individual lines we saw.

That's another way that students can benefit from this,

if they have an accessibility need.

They maybe have a broken arm and can't type very well.

They may be just aren't a good typist or they may

have some other difficulty that prevents them from typing.

This is a non-trainable mic.

However, if you speak clearly, it picks it up.

If it catches my Southern drawl,

it'll catch just about anything.

>> With that, I do want to specify a few things about it because

that dictation service you were asking earlier

about the way to communicate with a nonverbal person, right there it is.

If they are nonverbal,

they could type it and have it read to you,

if you're on a phone to where they can do it that way or do it in person that way.

It's got a lot of uses besides just dictating a paper over into it.

The TextAid Extension is what I was talking about.

It could be used with Google Classroom.

As you can see on the extension,

we have our listen tools up on the top that four-pointed arrow is a way of moving the TextAid Extension to a different place on the page.

The X is how you close it.

But on the bottom toolbar,

you have settings for your highlighting colors,

you have your reading speeds,

you have your voices,

you have writing assistance,

which is not a grammar tool.

I want to stress, it is not a grammar tool and you have the snapshot.

The extension is available as I said earlier for Chrome,

Firefox, Edge, and Opera.

It will read not only parts inside your LMS such as Google Classroom or Schoology,

it will also read the open web.

If you wanted to read the New York Times,

you could use the extension to read the New York Times. Kathy?

In this next video,

we're going to talk about documents inside Canvas.

This would be the same way you would use this inside

Google Classroom or in Schoology because there's not a DOC Reader there.

As we look at this,

we're going to see how powerful this extension is. Kathy.

>> In Canvas it always comes up,

"What about documents and how do I read them?"

Because if I click on my player here and click "Listen",

it's only going to read this much.

Notice I can't highlight down across that.

That's not going to work.

What I'm going to do, is I'm going to use my extension.

I can move my extension around by clicking on the little crosshairs and moving it.

I'm going to pull my screen back down to the lower part.

Now I'm going to scroll up to some of the written material.

The way this works is you highlight what you want to read and you click "Listen".

>> Easy to use listen commands make bimodal learning a great option.

>> Now, we can change our highlight settings.

We can change our reading speed.

If this document was written in something other than English,

I could change to another language or I could change between male and female.

If I was working in a Google document or a Word online document,

I could have it read to me as I type.

But another piece of important information is the Snapshot.

The Snapshot OCRs the information that is typed on a picture.

This is a document and when I look at the different pieces here,

they are all typed pieces of information.

I want to have read this part down here.

So I click on my "Snapshot" and I draw a box around what I want to have read.

>> Translation, translate a word or phrase to a different language.

>> You notice that it very quickly read,

"Translation, translate a word or phrase to a different language."

The Snapshot tool is excellent for typed information that is on an image.

Think about those anatomy diagrams with all the small print.

You could OCR that to where it's being read out to you as you're going along.

These are all forms of accessibility and UDL.

Because keep in mind,

accessibility has two meanings.

It has the formal meaning of accessible for those that have a barrier.

But it also means accessible to all students.

That's part of the UDL definition.

You're removing all barriers for all students.

You might not have a learning disability that requires text to speech.

But you prefer to learn by listening.

This gives you that opportunity.

>> Something I would like to add to the document part is

the writing assistance is just reading things out loud as you go along,

and when you are using the writing assistance,

it only works from the extension when you are in a Google Doc or Word online.

But it's one of three ways you can have those Google Docs and Word

online documents read to you. Kathy.

>> Thanks and so as we're wrapping up and please,

as we're still talking,

please if you have any questions for the tools that we've gone through,

please put them in the chat and we'll address them.

But I think watching some of those videos,

you can see the ease of these.

It's literally just clicking and listening.

Just to make sure that's understood,

the settings are unique to that user and device.

They can have specific settings that they want to use on

their laptop and specific settings that they want to use on their mobile device.

It reduces the onus on the teacher to put a setting across the board.

Everybody's unique in the way they learn.

The settings are unique to the individual learner.

When we talk about reducing load on the Disability or Special Education Office Staff, the ease of the use and ease of even implementation,

Ginger I don't know if you want to speak to that,

but it's quick and simple.

You don't have to be a technical person,

background in IT to get started on using these tools.

A big thing right now is we have taken it on in our team to

show the compatibility with most of

the proctoring services that are being used in the industry right now.

and so Ginger and I have been working with

the top five or six proctoring solutions right now to have Sandbox Environments,

testing our software with us,

and making sure those third-party vendors can work hand in hand without any issues.

Ginger, I'm going to hand it over to you for you to

recap more about accessibility and integration with LMS.

Then if you wanted to touch on a little bit more about the disability services, you can.

>> Thank you, Kathy. A little bit more about integration with the LMS is first off, each LMS it integrates a little bit differently,

but basically five minutes for most LMS's is how long it takes,

15 max outside of Brightspace and Brightspace requires you to send an email.

Once they send the email back that they've completed what they need to do,

then it's about five minutes on your part.

It's very quick and simple to put in,

we have step-by-step instructions.

If you have questions, our support will help you.

The other thing that I want to talk about for a few minutes is Bookshare, AccessText and a lot of the accessibility databases for books.

We are connected with Bookshare.

If you have Bookshare,

you can click on the "Bookshare" tab inside our TextAid, and log directly in and download your book.

If you are using AccessText or one of the others, then that book can be uploaded and shared out with your students.

To protect copyright, once the book is shared,

whether it's from Bookshare to you,

to the student, or you're sharing something to the student,

it's a onetime only share,

and it's a one directional share.

In other words, you're sharing it to the student.

The student cannot share it to anyone else.

This protects the copyright of the textbook.

That's important to know.

The rest of this that's on the screen is very important, but you obviously can read through it.

I want to talk about the vocabulary building.

When I was in grade school,

I had the word "Superlative" as a vocabulary word,

but unbeknownst to me,

it wasn't the way I had been pronouncing it all week until I was sent to the board to write a sentence using it.

I told my teacher,

"I don't have that word."

I went to school back where everything from special ed to gifted were all in one classroom.

But you've had different levels of assignments for what you're going to do.

I was in that middle group and I thought the gifted group had superlatives.

I said, "Miss Edwards, I don't have that word."

She looked at me and walked over to my desk

and put her finger down on the word and she said,

"Yes, you do. It's right there."

All week I had been saying "super lative", not "superlatives".

I had not built those connections.

Reading while highlighting words is great for building that vocabulary.

Anytime you have vocabulary words that are four syllables or longer,

you introduce the idea that you could be breaking it up into syllables indirectly, therefore, mispronouncing the word.

We had a question while we were talking about this.

It says, "Can you please show the highlighting and extract text feature before you in?"

Kristi, could you elaborate just a little bit

more for me about what you want to see when you say highlighting,

do you mean highlighting for studying or do you

mean highlighting as it is being read along?

>> I'm talking about highlighting and extracting text to make study guides.

>> Kathy, will you stop sharing your screen and I'm going to pull up.

Well, let's see. How many more slides do we have, Kathy?

>> Here's just the Q&A with our stuff on it.

Before I stop sharing,

again, this is going to be recorded and send out.

But our URL at the bottom,

the [readspeaker.com/education](https://www.readspeaker.com/education) will give you-all the

information in terms of which particular LMS you may be using,

as well as Google Schoology.

Please make sure that you visit that.

But yes, I'll stop sharing so you can grab on

>> Now, getting my mouse back in the right place.

Where is my mouse? There's my mouse.

>> Ginger, while you're doing that,

we also had a question,

can the ReadSpeaker technology turn speech into text in live time?

>> The answer to that is no.

We are not a captioning service.

If you're looking for captioning,

you're not going to be able to use us for that.

Up here is a document.

Can everyone see my screen?

If you had it in layout mode or text mode,

whichever one you wanted to have it in,

if you wanted to grab some information,

you could simply highlight what you want.

You could click "Control Copy",

or you could do just straight copy,

go to New Text.

I lost my copy in there.

As you can see, what I was working on prior to this meeting.

I'm going to flop it over into text mode just because it's a little bit easier for me to see it [NOISE].

Paste it. Now, if you were

on a library database and you found something you wanted, you could click the button "Open in TextAid" from our bookmark, that button is coming back.

It's not active right now,

but it will be active again here shortly.

That is something that they took away.

Then we said basically, "No, no, no."

They said, "Okay. It can come back by customer."

That would allow you to highlight

the entire document and click "Open in TextAid" and it would bring it over.

Did I get everything you were asking, Kristi?

[NOISE]

>> She said yes in the chat.

>> The other type of highlighting that we have,

and I'm going to clear this document up highlights,

is a way to do this for studying.

If you are studying,

you could use one color for your thesis or your introductory paragraphs,

another color for supporting those statements,

and another color for a conclusion.

Let's say I want to highlight this right here because that's going to be

part of my introduction and this over here is going to be part of my support.

Notice, I'm having to go back up to that bar.

I can click on the pointer,
and then, I can highlight and choose my color.

If I am color blind,

I can go up here and say Show Highlight Borders.

Yellow is always an underline,

blue is dashes, green is dots.

I did that in blue and I want it in red.

When I clicked on it, it went red.

But let's say I had something else and I made it green,

and then I decided, no, I want it red,

I can change that or I can go in and delete it.

Once you have done all your highlights,

you can collect these highlights up.

When you go to collect on,

you can do the entire document or a current page.

I always say, do everything.

With that, I suggest the whole document,

if I'm doing this for research,

to write a paper, I do it by color.

If I'm doing this because I have questions,

I'm going to do it by position.

I can either show or not show the indicators for color or for borders.

If I want some and I don't want others,

I could click the box to uncheck something,

and then I say collect.

Now, when I am in TextAid,

it collects as a new text document.

The first thing I do,
is everything from the title to the left I take off,
and I put in notes for and bold the title.

Let's say these were questions and I ask Kathy,
have I listen button in Content,
could you explain what that means?

Well, I could go in right here and say,
first off, I want italics or bold, either one.

The listen button is immediately there.

[NOISE] You don't have to hunt for it.

By putting it in italics,

then you're able to associate what is your highlight and what is your comment?

Let's see. Kristi went a little bit further with her question and she said,

"Yes, this is what she was talking about."

You can if you are doing notes that are
in something that is inside the LMS and it's an HTML page.

You can copy it, put it over here,
color-code it, mark it up, and then save it.

It's very important that you save your highlights.

Notice this says it is untitled.

That's because this is a setting
and all settings are unique to the browser and the device.

If you change browsers or change devices,
then you've lost it.

Very quickly I would save this and I know we're at the top.

I'm going to put it in my Root folder,
and it will give me a little message saying yes,

it was saved and up here this changes.

I'm going to stop sharing if I can get back over there

and let Kathy put up our exit information. Kathy.

>> Perfect. Again, here's our email addresses and I included

Paul Stisser who is our Director of Business Development on our education team.

Again, going to stress visit the URL,

readspeaker.com/education, tons of information,

tons of learning library of videos.

But again, any question,

big or small, please email us and we'll be glad to answer.

If you would like to see what a quote would look like for your institution,

be glad to do that as well.

We really do appreciate your time today.

I know that we took all of our time,

but I'm glad because we had some great questions.

Again, just want to thank you all.

Thank you [inaudible 01:01:48] for hosting us today,

and we were excited to talk to you.

Hope to hear from some of you soon.

With that, we want to say thank you and have a great rest of your day.