

Kurzweil 3000[®] v.9.x (Windows)

Using the Word Processing Features to Support Writing

Introduction

Kurzweil 3000[®] has many customizable features which support students who struggle with reading and writing. The program's word processing features, particularly the text-to-speech options, provide significant support to students struggling with written output. Students can also use the built in word prediction feature to help with word finding and sentence construction and the program's toolbars can be customized to create an individualized word processing environments tailored to meet the unique needs of the student writer.

Case Study

Students of all ages can use the word processing features built into Kurzweil 3000 for Windows. The program supports a continuum of student writers – from those who just require simple auditory feedback for editing once they have finished writing, to those who require full auditory support and word prediction while composing.

Sandi is a Grade 7 student who has always struggled with written output. While she is reading and comprehending at a Grade 5 level, her writing is at least two grade levels below that. She has some difficulty with visual discrimination and, during class discussions, relies on her stronger auditory processing skills to understand the concepts presented and the instructions given. Her team began using Kurzweil 3000 to have her written output more closely reflect her cognitive understanding.

The team began by examining the tools that were available with the program and then chose to customize the toolbar to include the few main tools that she needed while working. They also decided to increase the auditory feedback by having the program read words and sentences while she typed. Sandi uses this feature to catch mistakes as she types, but also uses the "Read Text" feature to read her writing at the end for general organization and editing. One of the tools her team made accessible was the word prediction tool which she can use when she feels she needs it. Her team creates specific Vocabulary Lists based on themes or topics she is writing about and this has really helped her develop vocabulary and has improved her overall spelling as the months have passed.

Sandi began by using Kurzweil 3000 for simple writing tasks once every few days. As she learned how to use the program, her team moved more and more of her writing assignments over to be completed on the computer using the program. She still completes work by hand when needed, but is now motivated, because of her success, to use Kurzweil several times a day. When she needs to work on assignments at home, she saves her work as a Word (.doc) file so she can open it at school using Kurzweil 3000 to edit and print it. She transfers her files back and forth on a USB Flash Disk.

Learning Objectives

Completion of this tutorial will give you experience with the following:

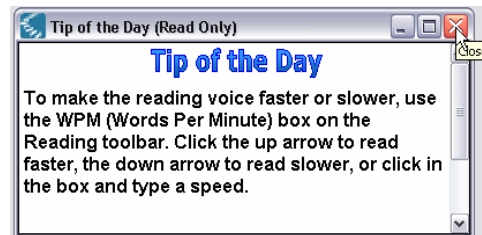
- Creating a word processing or text file
- Using the tools on the Main and Reading Toolbar to read text
- Using the Reference tools on the Main Toolbar for vocabulary support
- Adjusting the Toolbars to customize the word processing environment
- Adjusting the General, Reading, and Text Options
- Using the Word Prediction feature for writing support
- Creating a custom Vocabulary List

Installing Kurzweil 3000® (Windows)

Before beginning this tutorial, please refer to the Installation instructions that came with your Kurzweil 3000® program. Before you are able to use your program, you must register your copy either by phone or online (these instructions also came with your program).

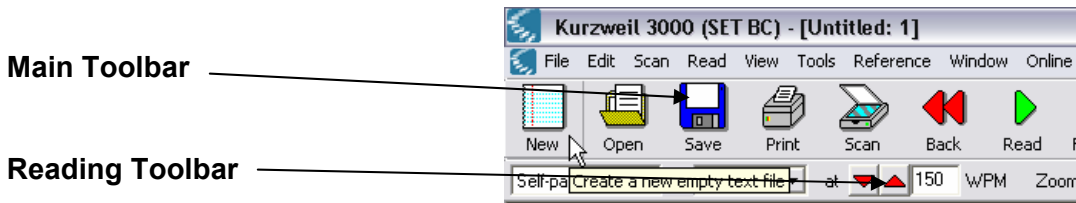
Starting the Program

1. Launch Kurzweil 3000® by double clicking the alias on your desktop or selecting it from your “**Start – All Programs**” list.
2. When the “**Tip of the Day**” window opens up, close it by clicking in the “red close box” in the upper right corner of the window.



Opening a Word Processing or Text File

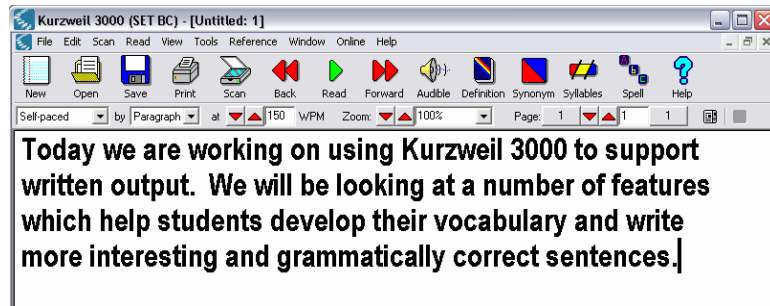
When Kurzweil 3000® opens up for the first time, you will see what is called a “Classic Toolbar SetUp” at the top of the screen. This set up has two toolbars – the Main Toolbar and the Reading Toolbar.



1. To start a new text file, click the “**New**” button on the Main Toolbar, or go to “**File**” and select “**New – Text File**”.

A blank text file will open up.

Type several lines of text into the text file.



2. The “**text reading**” tools are accessible from the Main and Reading Toolbars as well as under the “**Read**” menu. Click to place your cursor at the beginning of your text. Click the “**Read**” button (green arrow) located on the Main Toolbar.

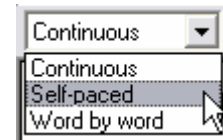


Notice that the text is highlighted and read aloud. Click the “**Pause**” button to stop reading.



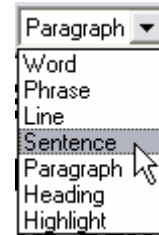
3. Click the “**Back**” button (red back arrows) and the “**Forward**” button (red forward arrows) to move your cursor back and forward in the body of your typed text.

4. The Reading Toolbar contains tools to help you control the text reading feature. The first tool on the toolbar is the “**Reading Mode**”. By clicking on it, a drop down menu appears giving you the option of text reading “**Continuously**” (without stopping), “**Self-paced**” (stopping at the end of each reading unit) or “**Word by word**” (self-explanatory). Try each one and consider how the choice of reading mode would depend on what editing task the student was completing.



5. Next to the Reading Mode on the Reading Toolbar is the “**Reading Unit**” tool. This drop down list gives the student control over what unit is being read at one time.

For example, if the student wanted to listen to his or her work, one sentence at a time, “Self paced” by “Sentence” could be selected. Try some of the choices to see how the program reads the different units.



6. The Reading Toolbar also contains a tool for adjusting the speed of reading. By clicking the “**increase**” and “**decrease**” arrows next to the WPM, the student can find a reading speed that is fast enough for fluency but slow enough to comprehend.



7. If the student does not require auditory support but does need help with tracking, he or she can click the “**Audible – Silent**” button on the Main Toolbar. This toggles auditory feedback on and off.



Notice that all the Reading tools and features found on the Toolbars, are also available under the “Read” menu.



Using the Main Reference Tools

There are several reference tools available on the Main Toolbar to help students develop their vocabulary while writing.

1. The “**Definition**” tool gives students a definition of a selected word. Highlight a word in your text and then click “Definition”.

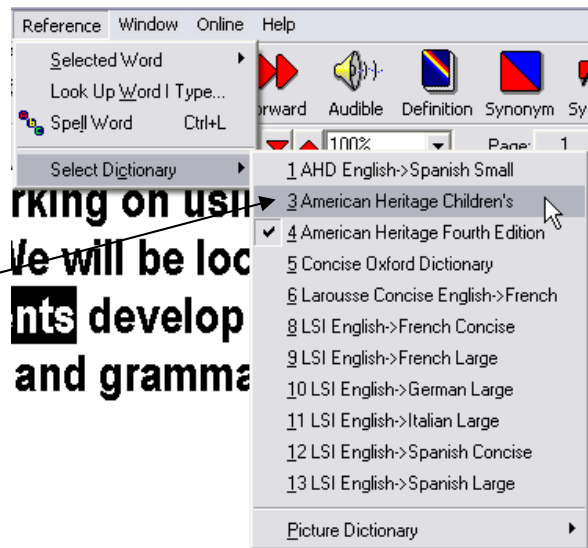


The definition of the selected word will open in a separate document. You can use the text reading tools on the toolbars to read that definition aloud making it easier for students to understand the definition.

Depending on what dictionaries have been installed, you can adjust the language level of the definitions by going to the “**Reference**” menu and choosing “**Select Dictionary**”.

A list of installed Dictionaries will come up. Notice in this example, you could choose the “**American Heritage Children’s**” dictionary to get a simpler type of definition.

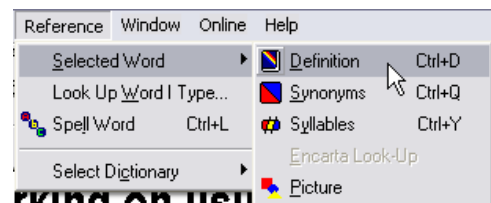
Try choosing a different dictionary to see the difference.



2. There are other Reference tools available on the Main Toolbar. Highlight words in your text file and click on each one to see how the “**Synonym**”, “**Syllables**”, and “**Spell**” features work.



Notice that the Reference tools are also accessible under the “**Reference**” menu or by clicking the keyboard shortcuts listed.

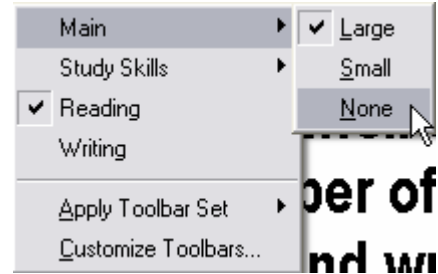


Selecting a Different Toolbar Set

Kurzweil 3000 comes with a number of different Toolbar Sets that have been designed for specific reading and writing purposes. You have been working with the “**Classic**” Toolbar Set. You can activate any of the other set ups at any time.

1. **Right-click** anywhere on the Main or Reading Toolbar (put your cursor somewhere over the toolbar and click the right mouse button). A context specific menu will open up giving you a number of options around the Toolbars.

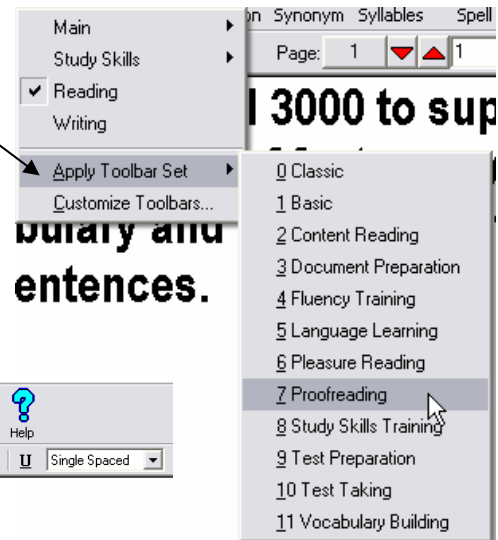
On this menu, you can see the four types of toolbars that the program has – the Main, the Study Skills, the Reading and the Writing toolbars. In the “**Classic**” Toolbar Set, only the Main and Reading toolbars are visible.



If you had a student that had difficulty with overclicking tools, you could choose to have the Main toolbar and Reading toolbars turned off entirely (choose “**None**”) and deselecting.

2. Notice that one of the choices on the context menu is “**Apply Toolbar Set**”. Selecting that item pulls up the list of available Toolbar Sets.

Some of the Toolbar sets are more applicable to word processing tasks than others. Choose the “**Proofreading**” Toolbar set and note how the tools have changed on the Main Toolbar.



The Proofreading Toolbar Set gives student easy access to text reading, spell checking, word prediction, reference, reading and formatting tools (which makes sense given the task).

By using the available Toolbar Sets, you can set up the word processing environment to be more specific to the needs of the student and word processing task.

Customizing a Toolbar Set

Sometimes, however, you may need to customize the Toolbars even more – perhaps reduce the number of available tools. This is easily accomplished by using the “**Customize Toolbars...**” option on the Toolbar context menu.

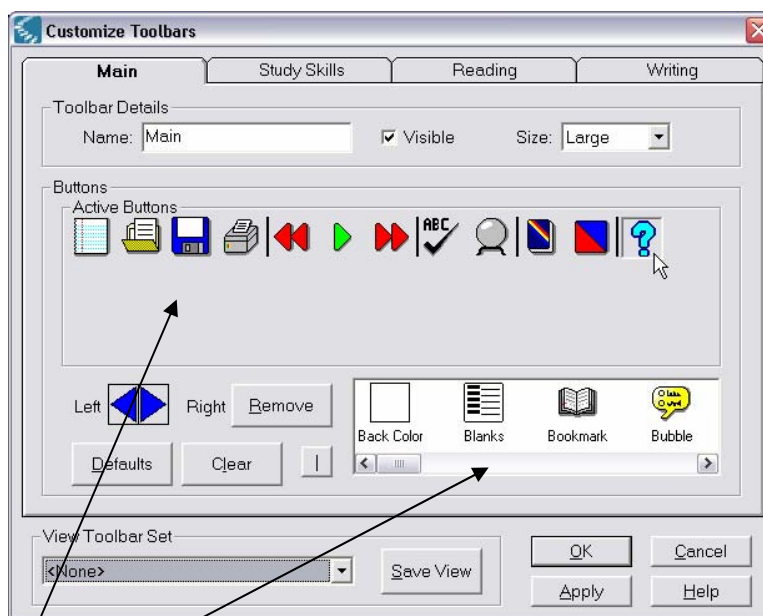
1. Right click somewhere on the visible toolbars. At the bottom of the context menu that pops up, choose “**Customize Toolbars...**” You can also access

this option by going to the “Tools” menu and selecting “Customize – Toolbars...”

The Customize Toolbars window opens up.

Note the four tabs along the top of the window corresponding to the four main toolbars.

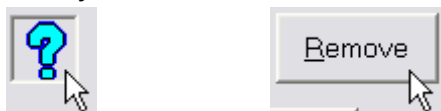
Focusing on the Main toolbar, you can see the name of it in the name field, the fact that it is currently visible and that it is large in size.



There are two areas dealing with the tool buttons. The “Active Buttons” area shows all the tool buttons that are currently available on the toolbar.

The “Available Buttons” area shows all the tools that you could add to the toolbar if you wanted.

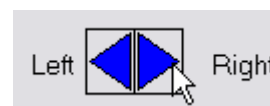
2. You can begin customizing this Proofreading Main toolbar by removing unwanted buttons. For example, click on the “Help” button in the Active Button area to highlight it. Then click the “Remove” button just under the area to remove it from the toolbar.



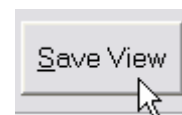
3. To Add a button to the Toolbar, locate a button in the Available Button area by scrolling along, highlight it (for example, the Silent toggle) and then click the “Add” button to add it to the toolbar.



Once it is added, you can move it along the toolbar into a location you would like by clicking on it and then clicking the “Left” and “Right” arrows to move it (or any other tool) along the toolbar. *** Always click “Apply” to save any changes you make.



3. Once you have finished customizing your toolbar(s), you can save the Toolbar Set so your student can use it any time by clicking the “Save View” button. You will be asked to name your Toolbar Set. Type in a name and then click “OK”.



Your student can pull up that custom Toolbar Set any time by right clicking on the toolbar and selecting it from the Toolbar Set list.

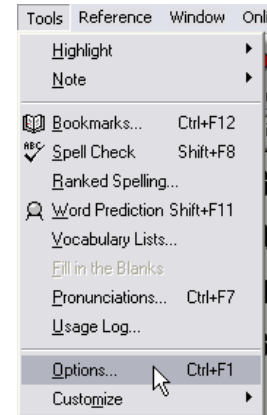
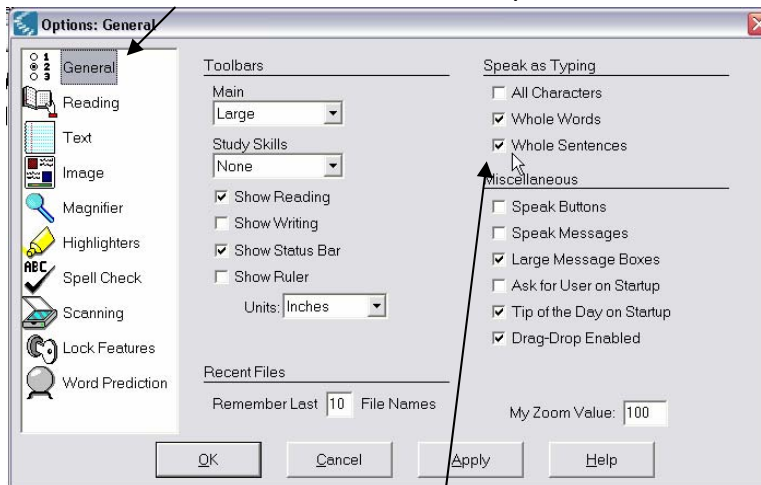
Adjusting the Program Options

Some students require more support – auditory feedback WHILE composing, not just reading text after it is written. To adjust the level of auditory support, you need to go to the Options area of the program.

1. From the **“Tools”** menu, select **“Options”**.

The Options window will open up. This window has several “pages” which can be displayed by clicking the page titles on the left hand side of the window.

2. Click **“General”** to view the General Options.



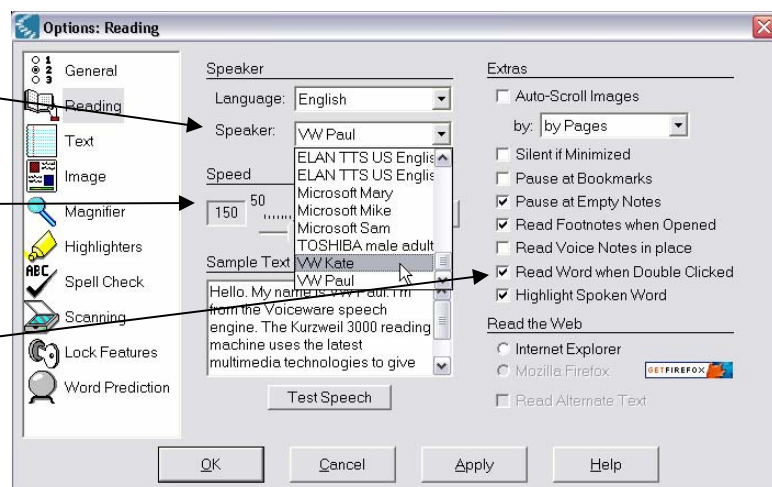
If you would like your student to have auditory feedback as they type, you can select how much support under the **“Speak as Typing”** area of General Options. For complete auditory support, you may opt to have the program speak buttons and messages as well. Remember to click the **“Apply”** button any time you make changes to save them.

3. The **“Reading”** page gives you the ability to change how the program reads text.

For example, you can choose a different **“Speaker”** from the drop down list.

You can adjust the speed of reading.

You can also adjust when the program speaks (when a word is double clicked for example)

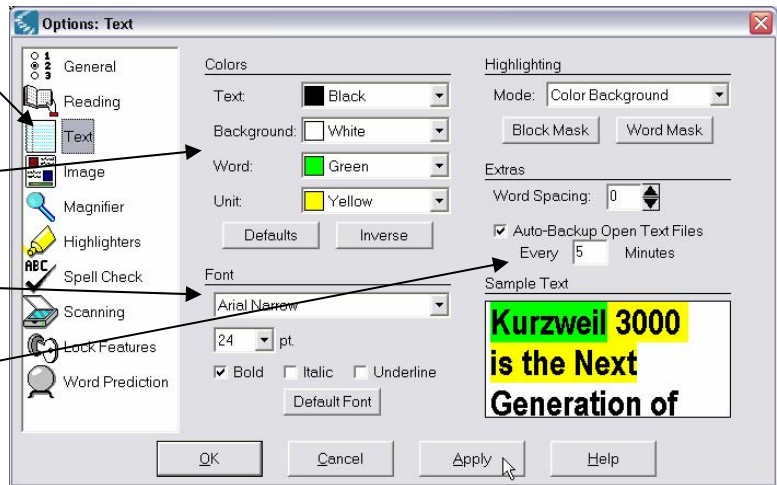


- The “Text” page gives you the ability to adjust how the program displays the text on a page.

On this page you can change the text, background, reading word and reading unit colours.

You can also change the default font.

You can change the timing of the auto backup feature (important if your student tends to close documents frequently).



Once you have made all the changes you would like, remember to click “Apply” to save them. Then click “OK” to exit the Options window.

- Try typing some more in your text document to see how your changes have affected the word processing environment.

Using the Word Prediction Feature

Some students require even more support while they are writing. Students who have difficulty with spelling, word finding or sentence construction may benefit from using the built in word prediction feature of Kurzweil 3000.

- The Word Prediction feature can be turned on by clicking the “Prediction” button on the Toolbar (either the Main or Writing Toolbar depending on what Toolbar set you are using)



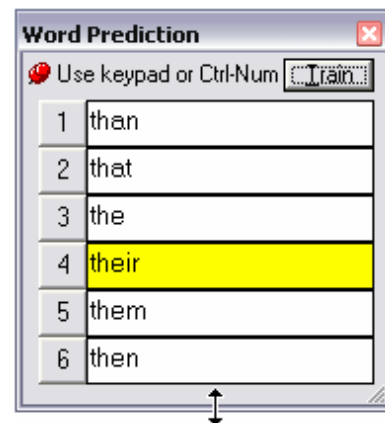
or by going to the “Tools” menu and selecting “Word Prediction”.

When you activate Word Prediction, the floating Prediction Palette appears.

- You can move the Prediction Palette around on your screen by clicking and dragging it by the title bar at the top. You can also control the size, and consequently the number of predicted guesses, by clicking and dragging the bottom of the Palette to resize it.

With the Prediction Palette open, start typing some new text in your text file. You will see guesses appear on the Prediction list.

You can select from this list of guesses by clicking on the word with your mouse or by pressing “Control – number of word” on your keyboard (for example, to choose *the*, you would press Control – 3)



2. Many times students type words that aren't in the Prediction dictionary that they will be typing again at some point. You can add words to the Prediction dictionary by following a two step process...
 - a. When the student has typed the word in the text file, stop and highlight the word.

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Then click the **"Spell Check"** button on the Toolbar

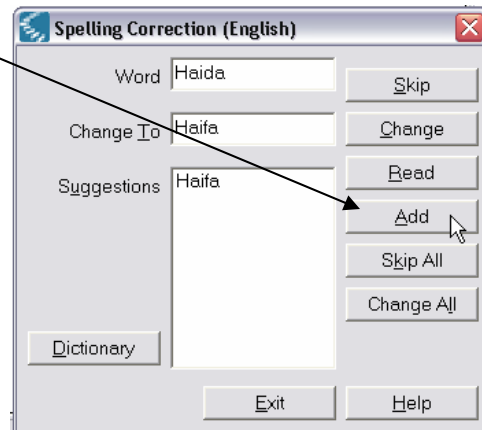


OR go to **"Tools"** and select **"Spell Check"**.

This step is necessary to make sure you are not adding misspellings to the Prediction Dictionary. When the Spell Check window opens, make sure the word is, indeed, spelled correctly and then click the **"Add"** button. The word is now added to the main spelling dictionary.

Click **"Exit"** to close the Spell Check window.

- b. The second step is to **"Train"** the Prediction Dictionary. If the word is not still highlighted in your text, re-highlight it.



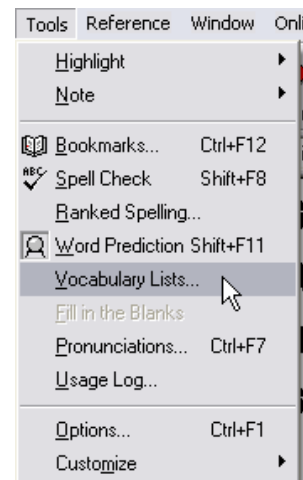
Click the **"Train"** button at the top of the Word Prediction Palette.

You will be asked if you want to add the word to the Word Prediction Training – click **"Yes"** and the word has now been added and will be predicted the next time the student begins to type it.

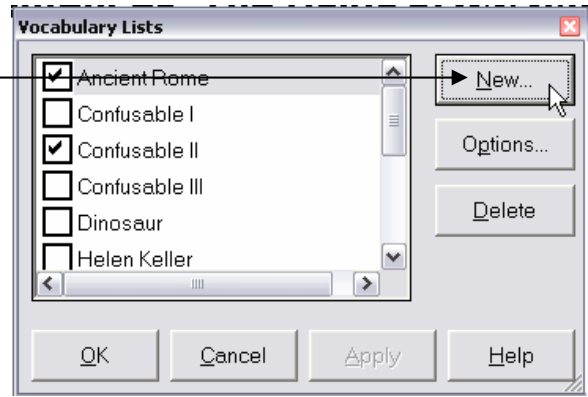
In this way, you can quickly add words to the Prediction feature further customizing the word processing environment.

3. One of the most powerful ways to use the Word Prediction Feature is to create your own, custom Vocabulary Lists that contain words from a specific topic or theme the student is exploring in his or her writing. To do this you create a new Vocabulary List and enter the custom vocabulary.
 - a. Go to the **"Tools"** menu and select **"Vocabulary Lists..."**

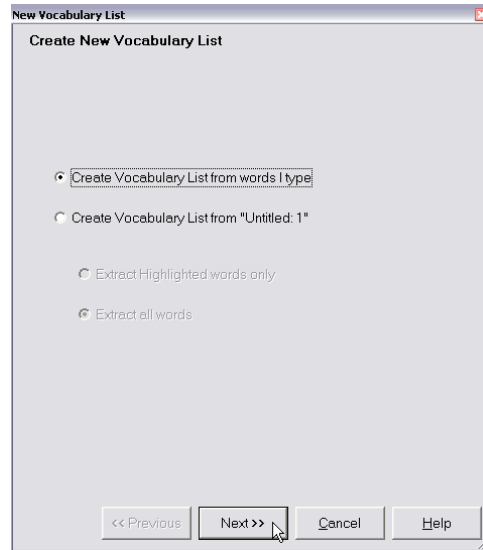
The list of currently available vocabulary lists opens up. Here you can see some of the program lists – the ones that are selected are currently active.



b. To create a new Vocabulary List, click the “New” button.



c. A new window opens up giving you the option of creating a vocabulary list from words that you type in or from a text file you have saved on your computer. For this example, click the radio button next to “Create Vocabulary List from words I type”. Then click “Next”.



d. On the next window...

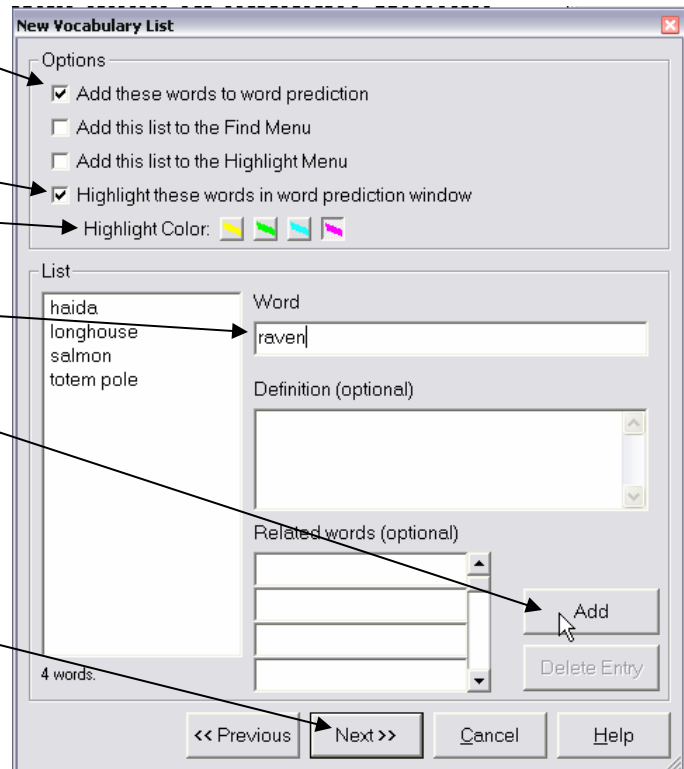
Add these words to word prediction

Highlight these words in word prediction window (choose a colour)

Type the words in the word field and then click “Add”

Highlight the typed word and retype to add another word, clicking “Add” each time until your list is created

Click “Next”



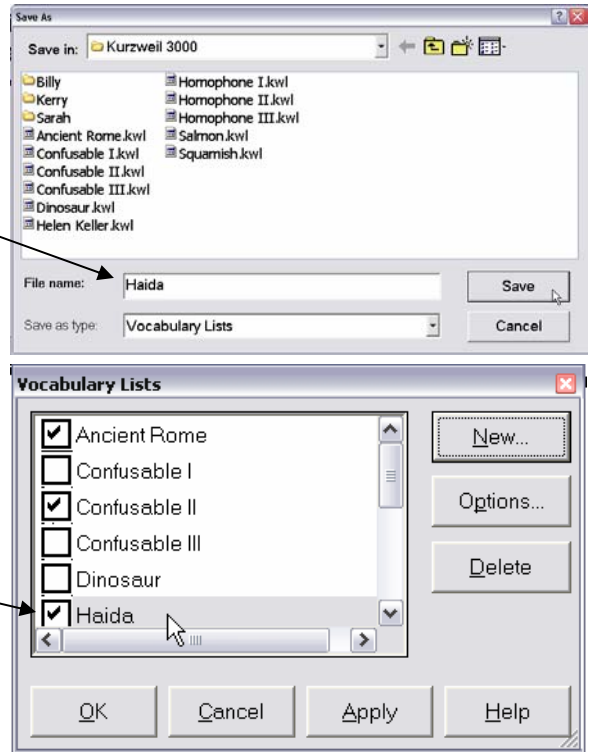
- e. Save your newly created Vocabulary List...

In the Kurzweil 3000 folder, with the other Vocabulary list files...

Give your Vocabulary List a name and click "Save".

Your new Vocabulary List has been saved and automatically activated. If you don't want it active at this time, deselect it from the Vocabulary List.

- f. Try typing some words from your new Vocabulary list in your text file and see how quickly they are predicted.



Saving a Text File or Word Processing Document

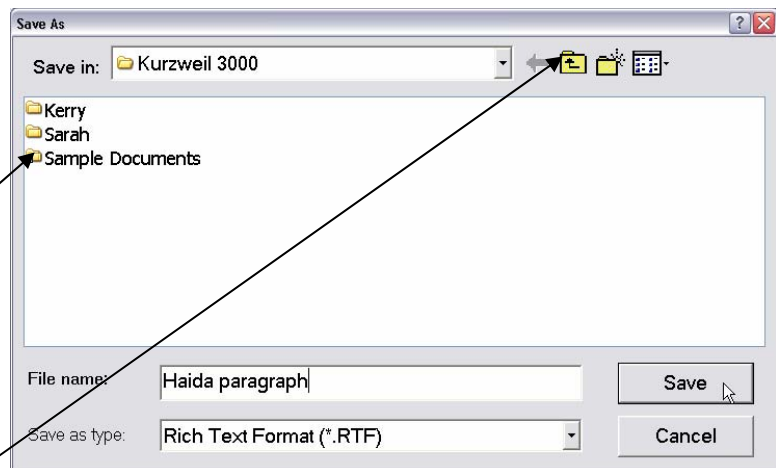
Once you have finished your document, you should save it to a location on your hard drive that is easy to find.

1. With your document open, go to the "File" menu and select "Save" or "Save as...". The "Save as..." window will open up.

By default, Kurzweil saves to the **Kurzweil 3000** folder in the **KESI** folder in the **My Documents** folder.
(path: My Documents – KESI – Kurzweil 3000)

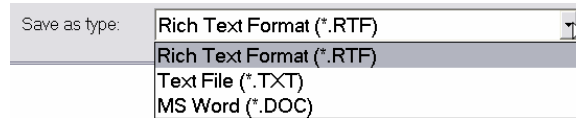
You can see the Sample Documents folder here as well.

2. To create a new folder to hold your own text documents, click on the "Create New Folder" icon at the top of the window and name your folder. For example, you may want to make a file for your student's work.



3. Double-click on the actual folder you created to open it. Its name should now appear in the “**Save in:**” field at the top of the window.
4. Click in the “**File name**” field and type in a name for your text file.
5. The next step is important: You must decide in what format your file will be saved. There is a “**Save as type:**” drop down menu which gives you file format choices.

By default, Kurzweil will save the file as a “**Rich Text Format (.RTF)**” file.



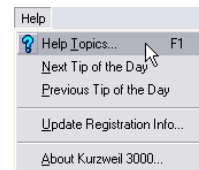
If you save it this way, you should be able to open it with any word processing program, including Kurzweil 3000, and your formatting should remain fairly stable.

If you think you will need to open your file with another program (for example you may be transferring it to another computer that only has Microsoft Word), then you should consider another file format like “.DOC”.

6. Once you have decided on a file format, click “**Save**” to save the file.

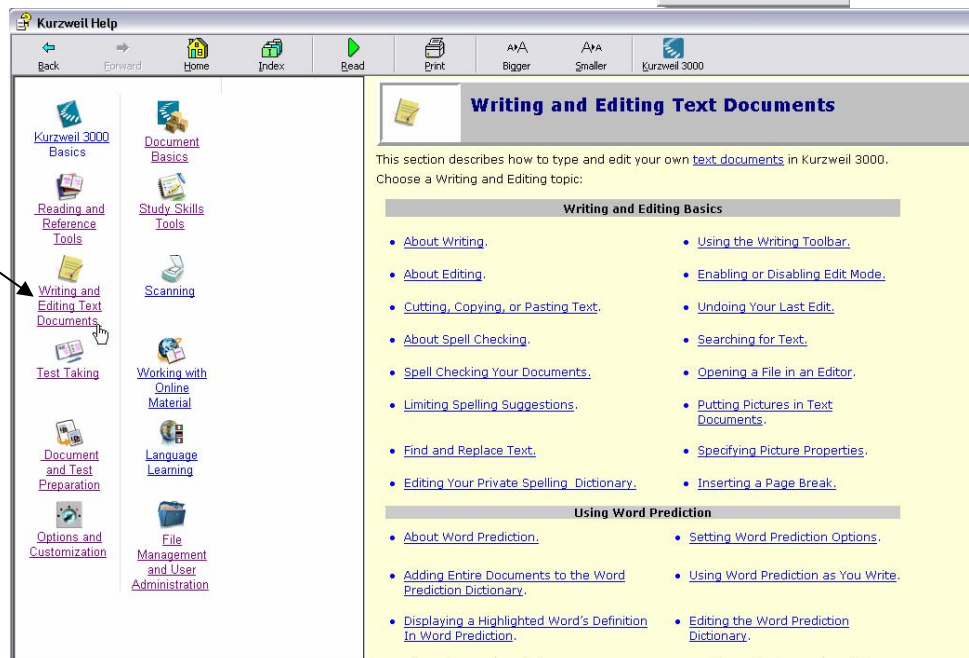
Accessing the Onboard Help

Kurzweil 3000 has an excellent onboard database of Help topics if you need more information on the various tools and word processing features. To go to that indexed database, select “**Help Topics...**” from the “**Help**” menu.



For example, there is a link to an area for “**Writing and Editing Text Documents**”

Hopefully you now feel confident using the program to support your students’ writing tasks.



Please refer to other tutorials and demonstrations available on the Kurzweil 3000 Resource page (http://www.setbc.org/setbc/psap_lc/docs/05_kurzweil_resource.html) for more information on this program.