Communicate: By Choice

Installation and Setting-up.

Please refer to the separate installation instruction sheet.

Licence

This software is licenced to you under certain conditions which are stated in the licence agreement enclosed with the software.

Contents

1. Overview

Communicate: By Choice is a program designed to create and use a wide range of activities which present "question and answer" tasks to students. These can range from very simple tasks for students with severe learning difficulties, to much more demanding cognitive tasks suitable for use in mainstream primary education and across the age range in special education.

The 100 activities provided with the pack cover basic skills for years 1 and 2 of mainstream education and a wider age group in special education. We also provide a number of other example activities to show the potential of the program. Widgit will be providing support packs covering other areas. Teachers and resource providers can also develop their own activities using the program.

The pack has two components:

By Choice Player

The Player is the program used to run the created activities and is the program that students will use. It is available from the **Start** menu: **Widgit->By Choice->By Choice Player**

By Choice Editor

The Editor is the program used to create, edit and test activities. This is for use by the teacher or anyone preparing or editing the activities. It is available from the **start** menu:
Widgit->By Choice->By Choice Editor

Editor Levels

The editor has three levels of use:

(a) **Edit Only,** which can be used to edit and re-purpose existing activities.
(b) **Create and Edit**, which allows the creation of a range of activities and also has extra editing features.
(c) **Expert**, which unlocks the program's full functionality.

There will also be shortcuts to these programs on your desktop, if that option was selected at the time the software was installed.

This manual deals with the 'By Choice Player' and the 'Edit Only' aspect of the Editor. This will allow the majority of users to do everything that they need to do. Additionally, there are PDF tutorials for the 'Create and Edit' and 'Expert' modes. These tutorials are available from the **start** menu:

Widgit->By Choice->Create and Edit Tutorial
Widgit->By Choice->Expert Tutorial

2. Using the Player

The By Choice Player is a program that you can use to browse and view activities created with the By Choice Editor. The Player can provide feedback during use and also produce a 'progress sheet' at the end of each activity that can be used to record the student's performance. The following will illustrate some of the features of the Player.

2a A first look at an activity

Launch the program from the **start** menu:
Widgit->By Choice->By Choice Player

Logging-on and browsing folders

The log-on screen appears as shown. A dialog box enables the user, or their teacher or carer, to type in the name of the user. The name of the user will then be shown in the 'progress sheet' at the end of each activity.
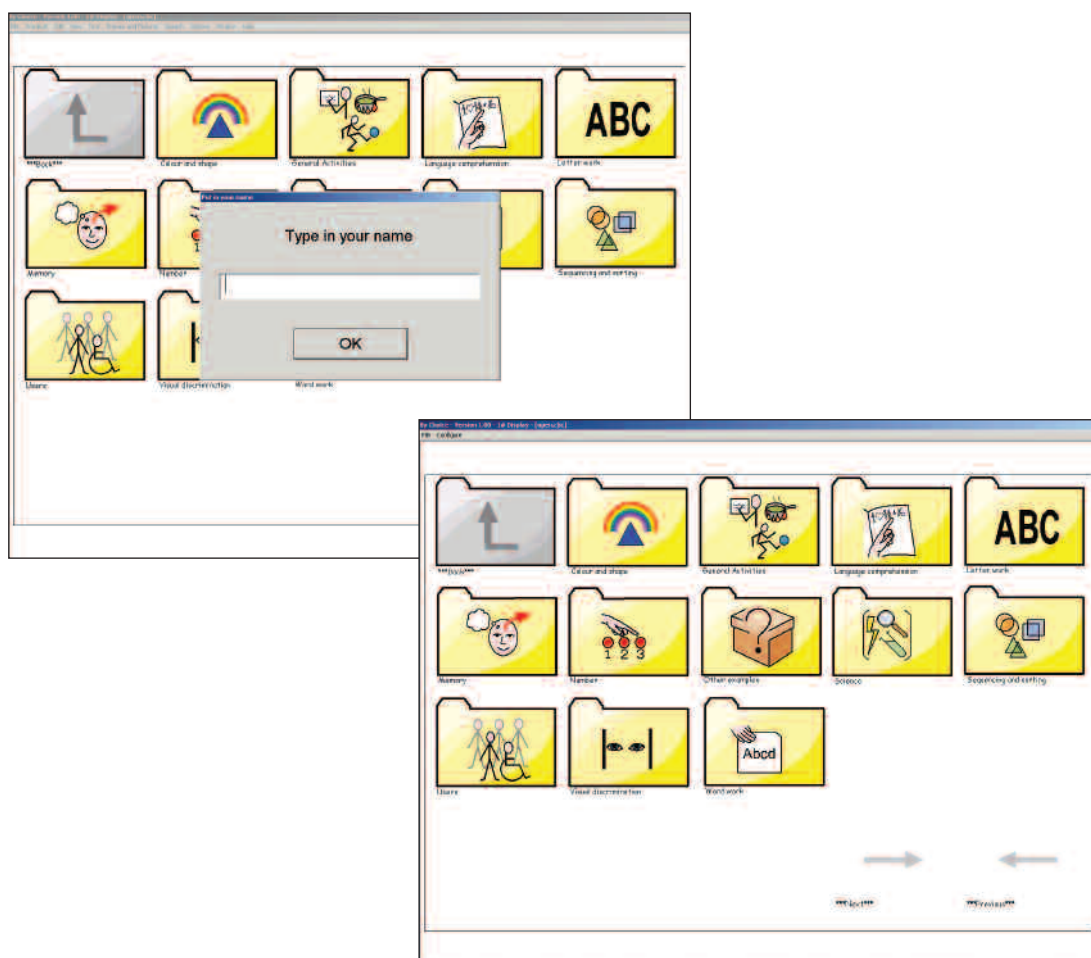
You do not have to enter a name if you do not want to. Press **Return** on your keyboard, or click the **OK** button on the screen to continue. The screen then shows the folders that contain activities.

On each folder there is an image to help describe the folder's contents and below each folder is the folder name. When you click on a folder you will see the folder's contents. This will usually be the activities in that folder, but it will also show any sub-folders. To return to the previous folder, click on the **up** arrow in the top-left corner of the screen. In the bottom right of the screen are two icons which are used when the page is full. These are to go to the next page or back to a previous page. These are grey if they do not apply.

Activities in the folders are shown by their file name and by a thumbnail of the first page of the activity. This makes it easy to find the activity you want.

Making correct and incorrect responses

Use the front screen to select **Other examples** folder and then the **match car 2** activity. The activity will load. It is useful to look at this example as it is designed to illustrate a range of features.
A similar activity will be used to illustrate the methods of editing files in Section 3.

Make an incorrect response. When you do this you will see a visible indication that the answer is wrong. This occurs when you click on a distractor or when an answer is selected at the wrong time, for example, in a sequencing activity. The activity will also play a sound to give an audible indication that the answer is wrong (unless this facility has been switched off – see the next paragraph).

If you do not want to hear a sound when a wrong answer is selected, go to the **Configure** menu and uncheck **Hear wrong answer sounds**. If you look at the menu again, you will see that the tick beside 'Hear wrong answer sounds' has been removed. The default behaviour for 'Hear wrong answer sounds' can be set as described in Section 3k.

When you choose the correct response, you will receive whatever positive feedback was set when the activity was created, such as a reward animation or a sound being played.
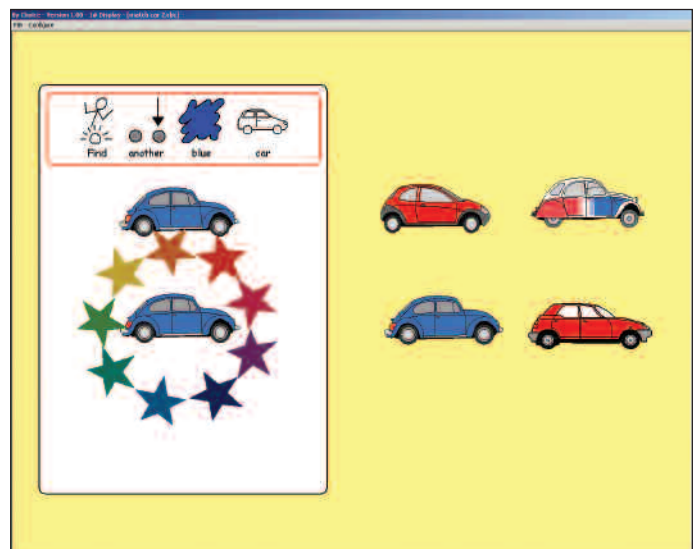
Activities can have several pages

An activity can continue through several pages. Continue through the activity and deliberately make mistakes on page 2 and get the answer right first time on page 3. When you get to the end of an activity, a progress sheet will appear that will look like the one shown below.
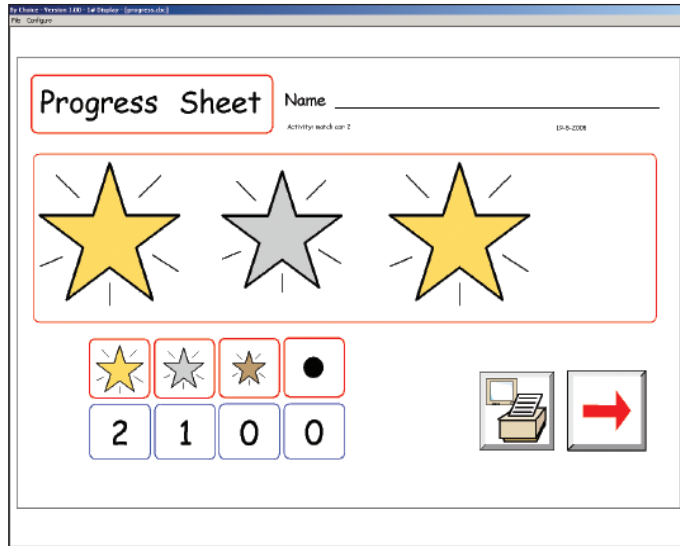
The progress sheet shows the name of the activity, the name of the student (if one was entered), the current date and an indication of what was achieved on each page. A star is used to indicate the student's performance on each page. A gold star (large size) indicates that the page was answered without errors. A silver star (medium size) indicates that the page was answered with relatively few errors. A bronze star (small size) indicates that the student made a great deal of errors. No star at all shows that the student was confused by the page or was unable to answer sensibly. A dash indicates that the page was skipped (for example by deliberately pressing the **Page Up** key).

The stars appear in the same order as the pages in the activity, which will help the teacher review the work of a student. Where the student achieves a bronze star, or no star at all, the teacher may want to work with the student to discover the reason.

At this point, the page can be printed (unless this facility has been switched off – see the next paragraph). No printer dialog box is offered so all the student needs to do is to click the **print** button. The page is sent to the default printer.

If you wish to allow the student to see this page but not to print it, then you can go to the **Configure** menu and uncheck **Enable printing button** to disable the printing button. This takes effect next time you view a progress sheet. The default behaviour for 'Enable printing button' can be set as described in Section 3k.

The progress report also has a **continue** button (an arrow pointing to the right). Select this to move on.

Auto-progress

What happens now depends on whether **Auto progress** has been enabled in the **Configure** menu.

If 'Auto progress' is not enabled, the program will return to the main screen in the same folder as the activity just used. The log-on dialog box will be displayed. The current student's name is shown in the log-on dialog box and simply clicking **OK** or pressing **return** on the keyboard allows that student to continue. Alternatively, the teacher may choose to allow a different student to use the program and change the name. In either case, a new activity can now be selected.

If 'Auto progress' is enabled, then instead of returning to the folder screen, the program will continue with the next activity in the folder. When the last activity in the folder has been completed, the program will return to the main screen and the log-on dialog box will appear. You can therefore use 'Auto progress' to allocate a longer series of tasks to a student. This is discussed further in Section 3l. The default behaviour for 'Auto progress' can be set as described in Section 3k.

You can close an activity by selecting **Close** from the **File** menu.

2b Description of range of activities

The activities supplied with the pack are designed for early years primary and a wider age range in special education. There are other packs in preparation to cover a greater variety of curriculum topics and student needs. These will be available as low cost downloads from our website, or groups of resources may become available on CD. In this pack the activities have been arranged in topic folders. Folders in the pack include:

Colour and Shape
General Activities
Language Comprehension
Letter work
Number
Science
Sequencing and Sorting
Visual Discrimination
Memory
Word work
Other examples

The names of the folders and the icon on them indicate the nature of the work. Activities inside have been divided into five standards of difficulty. The difficulty is indicated by a letter A-, the easiest, then B- and through to E-. These letters should only be taken as a general indication as students will differ in their perception of the difficulty.

The activities have been arranged in this way to enable easy access in a classroom where differentiated activities are needed. In Section 3l you will see how you can easily choose to allocate activities to a student, or group of students working collaboratively. The order in which the activities are presented can also be allocated.

There is an additional folder **Other examples** with examples that are outside this range. These are titled separately.

2c Looking at a range of activities

In this section a range of activities will be described to illustrate the scope of styles as well as educational content.

From the **Visual discrimination** folder select **A-find 2 cars**.

Activities with more than one answer
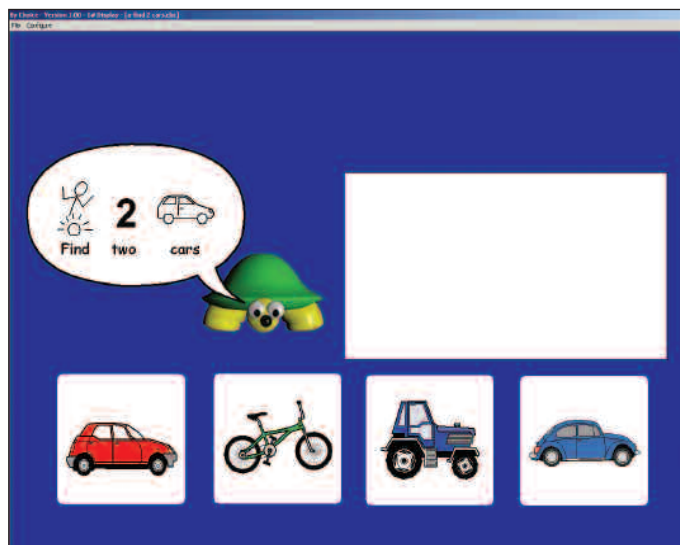
In this case two answers need to be selected before the activity moves on. The instructions are shown visually with text and symbols and the instruction is read out. If a student wishes to hear the instruction again then they can click on the **speech bubble.** Notice that while the voice is speaking the mouse click is disabled – the student must wait for the speech to finish before making their selection.

Other examples of this type of activity include:
Colour and shape\B-find all colour 5 of 8
Language Comprehension\B-what where

<table>
<tr><td>**Pages that reveal layers**</td><td>A layer is an extra set of objects that can be revealed as questions on a page are answered. From the **Number** folder select **C-blackboard adding**. The screen below shows what you see after three correct answers have been given.</td></tr>
</table>
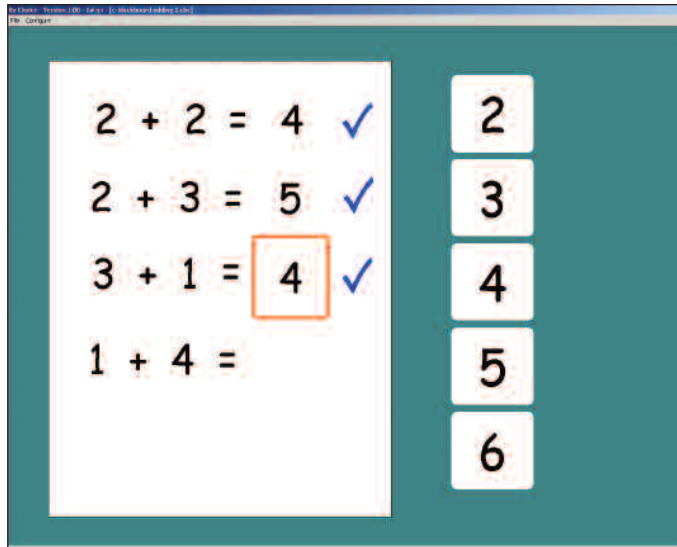
This feature is useful in limiting what is displayed at any one time, so allowing the student to easily focus on a particular question.

Other examples that use layers include:
Language Comprehension\E-guess what
Visual Discrimination\E-swan picture

Matching using two clicks

Questions that involve matching are sometimes best done by asking the student to select an object and then its match. To illustrate this from the **Visual Discrimination** folder select **D-animal shapes**.
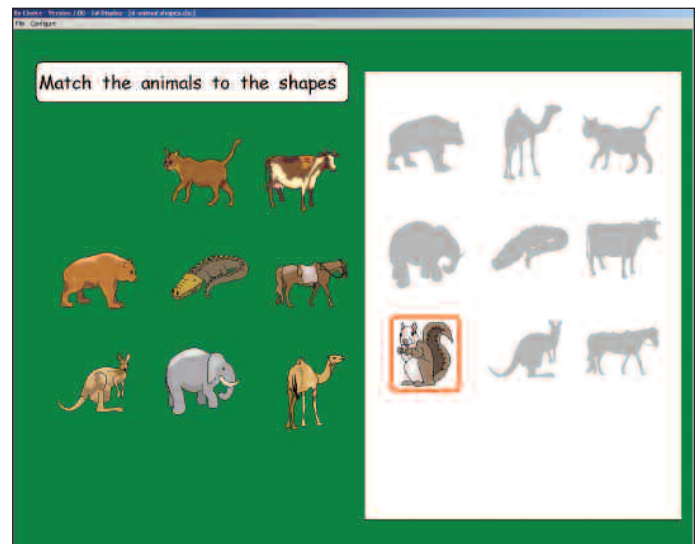
Here the student should click on an animal and then on its matching shape (or the other way round). The screen shot shows the activity appearance after the first match has been correctly made.
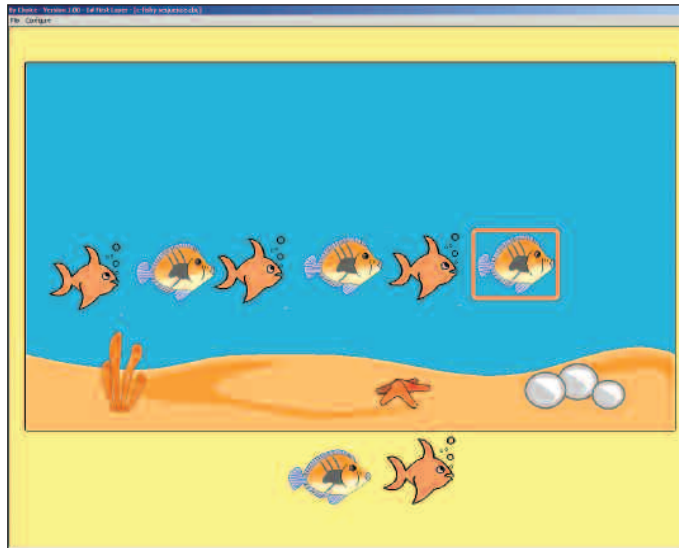
Other examples using two clicks include:
Word work\D-picture word matching
Word work\D-prepositions

Pages where answers must be in order – sequencing

The program can run activities where the answers must be selected in a particular order, shape sequencing, anagrams and sorting into alphabetical order are some examples. From the **Sequencing and Sorting** folder select **C-fishy sequence**.

This screen shows one of the pages after the first selection has been made. When the sequence is completed there is a reward sound and animation, before the program moves on to the next screen.

Other examples using sequencing include:
Letter work\D-alphabet words 1
Word work\Spelling with sounds\E-anagrams

Grouping by selecting objects in sets

In these examples objects must be grouped by selecting all objects of one sort, then all of another, and so on. It may not matter which object is selected first, but then all objects in that group must be selected. The program can, however, insist that objects of one sort are selected first – for example 'Find all the red things, then find all the green things'. From the **Colour and Shape** folder select **C-two colours**.
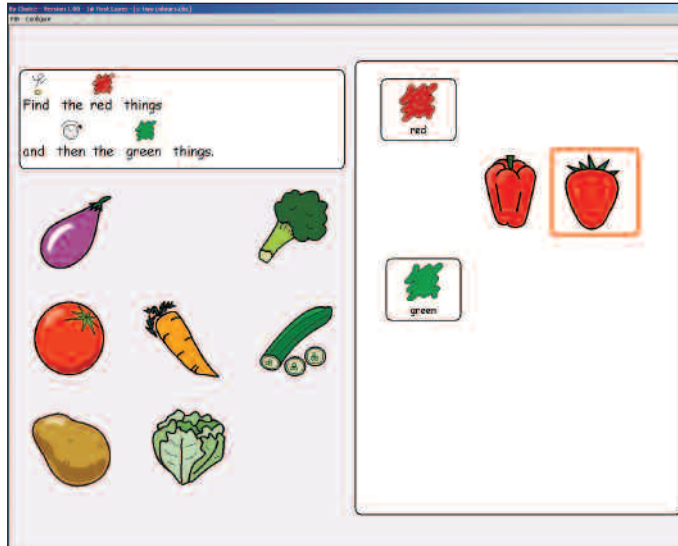
Other examples of grouping include:
Science\C-animal sorting

Grouping using two clicks

An alternative approach to grouping is to ask a student to select an object and then the group to which it belongs. From the **Science** folder select **C-heavy or light**. The spoken instruction explains what to do. The following screen shows the second page half completed.
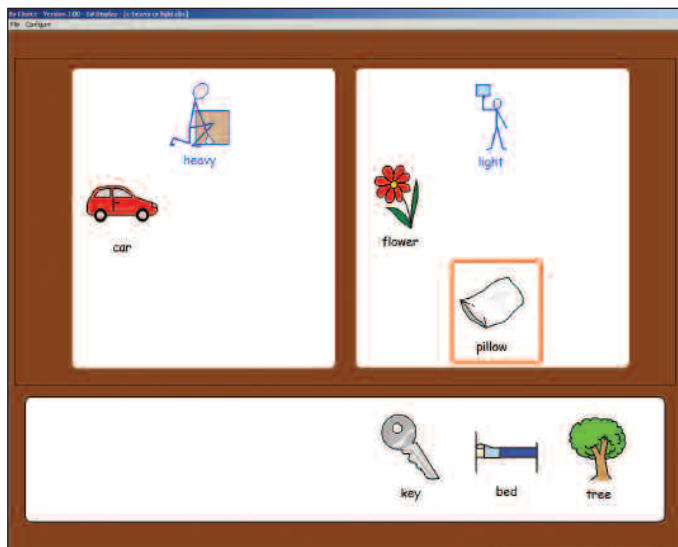
Other examples using two clicks to group include:
Language Comprehension\C-function pairs
Word work\E-opposites

Stacked presentation

In some cases it is a good idea to have the alternatives stacked on top of one another and then you can "turn them over" in sequence.
This gives more screen space and can model "snap" games.
From the **Letter work** folder select **C-Upper case snap 1**.
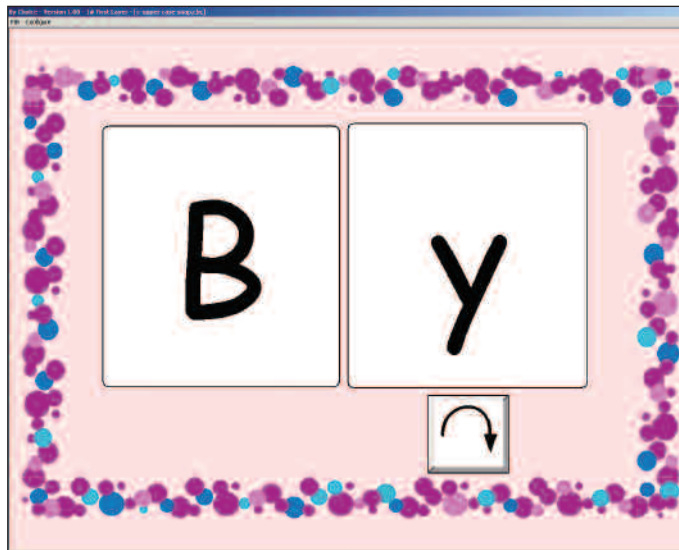
When the turn icon is selected, the letters on the right will be turned over. The student should select the lower case "b" to match the upper case "B".

Other examples using stacked presentations include:
Visual Discrimination\A-snap animals
Word work\D-picture word snap

Communicate By Choice

Any answer question

The program can also present questions that have open answers. The following example creates a weather diary page. The program can print out the white "print area" as a record. From the **General Activities** folder select **today**. The following image shows the page after completion, ready to print, by selecting the **print button** on the screen.
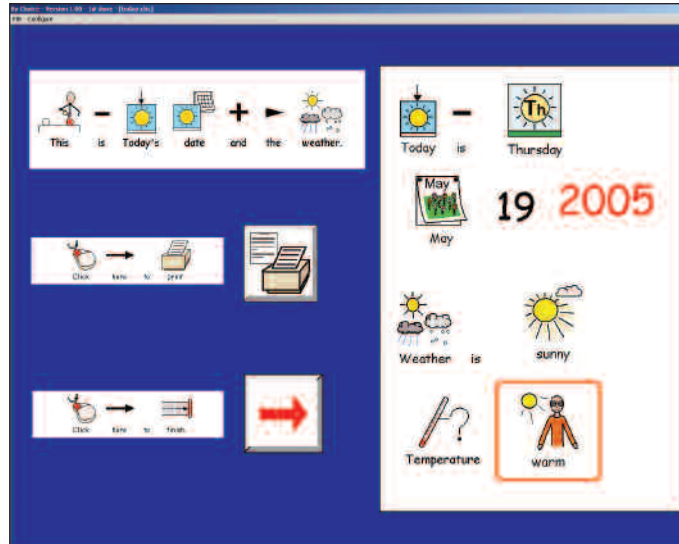
Another open-ended example is:
General Activities\what I like

Cover and short term memory

Short term memory activities can be created using the "cover" feature of the program. Here the options are presented for a short time and then covered over. The student must select the correct answer, which is hidden underneath the cover. If wrong selections are made the images are re-covered. From the **Visual discrimination** folder select **E-symbol pairs cover.** This is an activity for more visually difficult symbol matching and memory – it is quite hard!
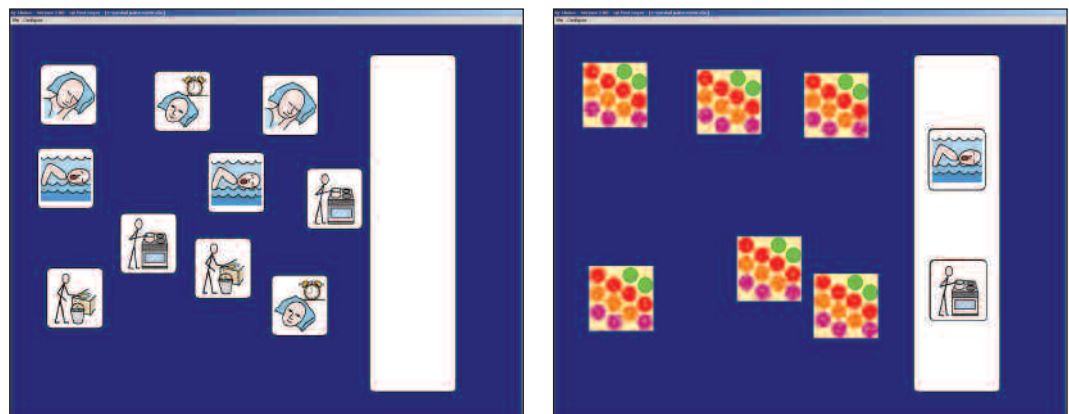
The first screen shows the second page of the activity. All objects are then covered after a short time. The second screen shows the display after two pairs have been found.

Another example using cover is:
Memory\B-food pairs

2d Using switch access

Overview

The activities supplied with the pack have been set up so that a switch user can access them. The folders and files in the folder browser can also be accessed by switch use. You can save a 'switch settings file' for each student with the switch settings that are most appropriate for him or her. This file should be saved with the same name that the student uses to log into the program. When a student logs in, the program will check for a 'switch settings file' with the same name. If it finds one then it will load it and use those switch settings until the student logs out.

Creating a switch settings file

Run any activity. From the **Configure** menu, select **Switch settings.** The following dialog box will appear:
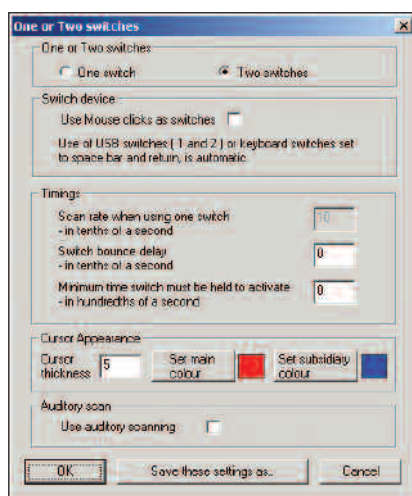
Notice:

• The Scan rate only applies to 'one switch' mode. It will be disabled when in 'two switch' mode.

• The program can accept input from devices that emulate the keyboard, or that emulate joystick fire buttons, provided that these devices plug into the USB socket. Keyboard devices (e.g. the Don Johnston box) should be set to translate the switch inputs in to "space" and "return". For single switch input, the switch box should be set to generate a "return".

For USB devices that emulate joystick switches (Crick and Sensory Software), you should use inputs 1 and 2 and run no additional software. 'By Choice' reads these devices directly.

- Some switches accidentally generate a number of rapid signals when pressed. This can cause the cursor to move on more than one space. To prevent this, the bounce delay can be set to a time to include the false signals. Usually, 1 to 2 tenths of a second is fine. This effectively gives a "dead time" for the period after the first switch is pressed.

- The minimum time that a switch must be held to activate the signal can generally be left at zero. This is useful for students who may hit a switch accidentally; you can then reject these presses and only include a more deliberate press, where the switch is held down for a longer period. It is this period that you can set here. Note that the setting is in units of one hundredth of a second.

- The cursor thickness can also be set along with the colour. The subsidiary colour is only used in 'two click' answer activities – see Section 2b.

- Finally, you can use auditory scanning. For this to be of value the user must be scanning text objects OR the activity must have been created using 'help' text attached to any graphic that is scanned. The creation of activities for auditory scanning is described in the 'Expert Edit' PDF documentation. The examples supplied with the pre-fix A- have auditory text added for you to try. You can also switch auditory scanning on and off using the **Configure** menu and selecting **Auditory scan**.

Set the values and colours as you require and then go to **Save these settings as...** Enter the name of the student, exactly as you would in the log-on dialog box, and save the file.

Using the switch file

Go back to the log-on screen and type in the name of the student – being careful to use the same name that you gave for the switch file. Click the **OK** button, the switch properties will operate and switches can be used.

Using default settings

If you want the Player to start up using switches, then create a file as described in 2 above and save it as 'Default'. Enter 'Default' as the user name when you run the Player.

Turning switching on or off

You can turn switching on or off at any time by selecting **Use switches** from the **Configure** menu.

3. Using 'Edit Only'

This section assumes that the reader is familiar with the main techniques used for Communicate: In Print 2

Run the **By Choice Editor**. This is available from the **Start** menu: **Widgit->By Choice->By Choice Editor**

There will also be a shortcut to the program on your desktop, if that option was selected at the time the software was installed.

3a Looking at a file in edit mode

From the **File** menu choose **Open** and then select **blue car** from inside the **Other examples** folder.

On the top toolbar you will see the **Go** button. This allows you to test the activity that you're working on. To see what the 'blue car' activity does, click on the **Go** button (or press **Ctrl + J**) and try the activity.

When you have finished, return to the edit mode by selecting **File** then **Return to editor** or by pressing **Ctrl + J** on the keyboard.
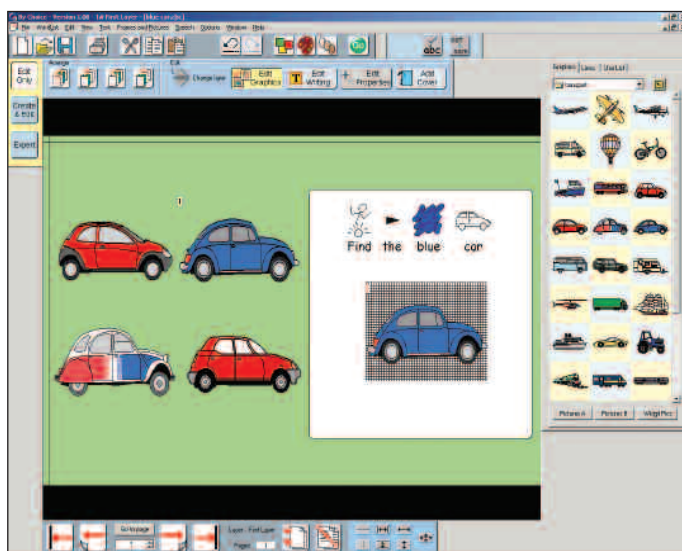
On this screen you can see:

• the instructions - a box with symbol text

• a question/answer pair - the blue cars

• distractors (incorrect responses) - the other three cars

Notice:

• The instructions

The symbol writing frame shows the instruction for the activity in text and symbols. You will have noticed that these words were spoken when the activity was launched, you will see how this is achieved shortly.

• Question/answer pair

Most activities will have one or more question/answer pairs. The pairs are indicated with corresponding numbers. The question's position is marked with a black number and the answer's position is marked with a red number. The position of the question shows the position of the object when first displayed. The answer's position is shown with a hatched background and will appear when the correct response is given. Question/answer pairs have green drag points.

• Distractors

An object that should be registered as an "incorrect response" is called a 'distractor'. These have light blue drag points.

3b Changing the graphics

You might want to use the 'blue car' activity, but with different images; so we are going to change the graphics in the activity to be insects instead of cars.
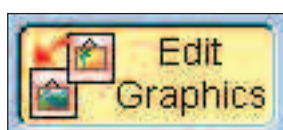

To change the graphics, press the **Edit Graphics** button. When 'Edit Graphics' is selected, the 'Edit Graphics' button will display a yellow background and the graphics panel will be visible. You can click on any graphic in the graphics panel and then on the graphic you want to change. The graphic will be replaced with the one from the graphics panel.

We want to change the activity so that the student chooses a "beetle" from a set of insects. Use the graphics panel to go up a directory to the main **Widgit Pictures** area (or press the **Widgit Pictures** button) and then choose **animals.** Select the green beetle and then click on the blue car that marks the position of the question (indicated by a black number '1'). You will see both the question and answer change to be the green beetle.
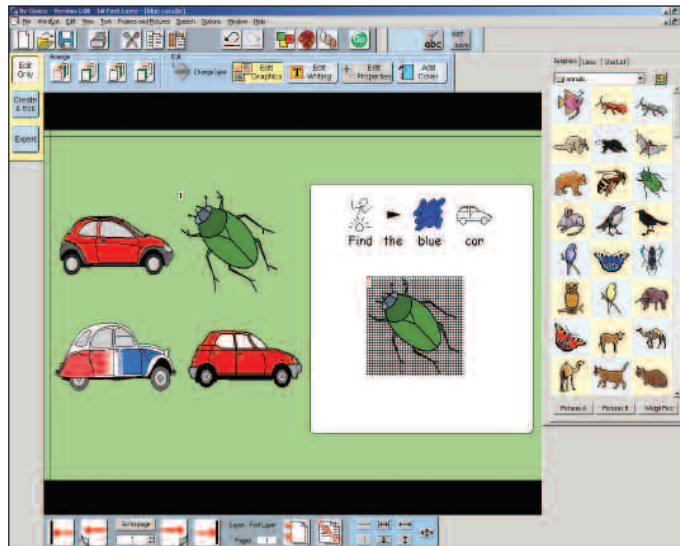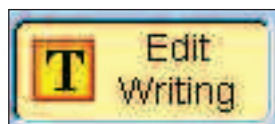
In a similar way, change the three distractors for the three other insects.
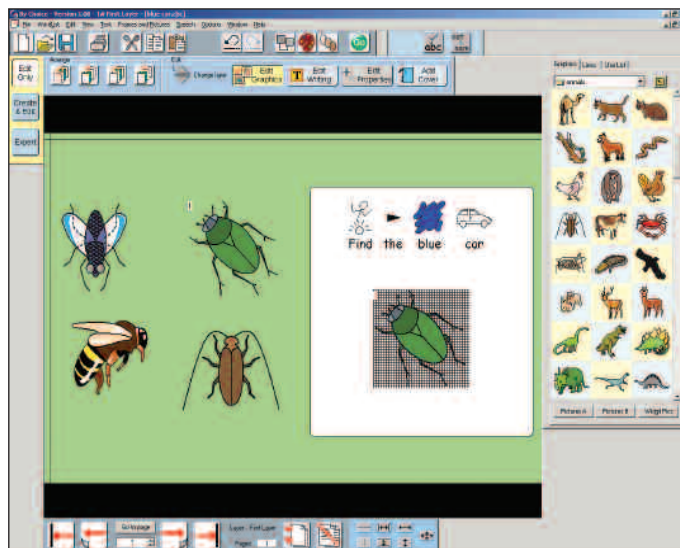
3c Changing the text

The instructions for the activity are now incorrect. To edit the instructions, select the **Edit Writing** button. You will see that the button background becomes yellow and that the text panel has opened on the right hand side.

You can edit the text to say, "Find the beetle" instead of "Find the blue car". After you have done so, go to **Save As** and save your file with a new name. **Be sure to go to 'Save As' so that you do not overwrite the file you have been editing – others may want to use this tutorial and have access to the original file!**

Communicate:By Choice
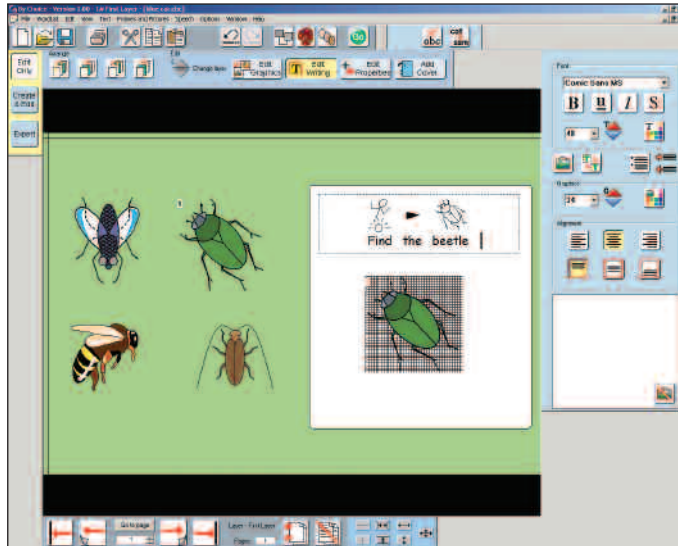
Use the **Go** button to test the activity.

Now we are going to edit an activity with a few more features.

From the **File** menu, choose **Open**… and then select **match car** from inside the **Other examples** folder. We're going to make a few changes to this activity, so let's save it to a new file. Go to **Save As** and save the file with a new name. **Be sure to go to 'Save As' so that you do not overwrite the original file.**

Click on the **Go** button to see what this activity does. This activity is very similar to the 'blue car' activity, but it is a matching activity and has an animated reward.
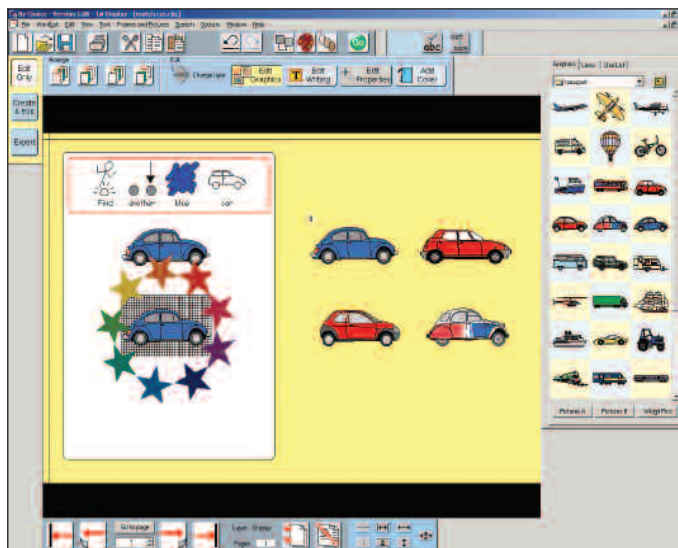
On the screen shown on page 20 you can see:

• the instructions – a box with symbol text
• a comparison object – the top left blue car
• a question/answer pair - the blue cars with numbers
• distractors – the three other cars
• an animation – the ring of stars

• **The instructions**
  The symbol writing frame shows the instruction for the activity in text and symbols.

• **Comparison object**
  The blue car underneath the instructions is there to show the student what to match.

• **Animations**
  The stars show the position that the animation reward will play in. Sometimes you may want to see what the screen looks like without the rewards showing. To do this go to the **View** menu and click on **Show reward positions** to un-check it. The reward will now be hidden. To switch it back on go to the **View** menu and again click on **Show reward positions**.

Changing the graphics and text

Replace the graphics and text as in the first activity. Remember to also change the comparison blue car to match the question/answer objects.

To finish the graphics you may want to tidy up their relative sizes. Also, the reward animation may not be centrally positioned over the answer. To reposition the reward or answer, you can use the following methods:

(a) Go to the **View** menu and use **Show reward positions** to hide the reward. Then you can click on the answer and re-position it.
(If you cannot see the reward then go to the **View** menu and select **Show reward positions**, then reposition the reward as you see fit.)

(b) If you want to move the answer whilst still seeing the reward (which is most likely), then hold down **Ctrl** and click on the reward twice. The first click will highlight the reward and the second will delve to the answer underneath. You can then move the answer. This technique will be familiar to users of 'In Print'
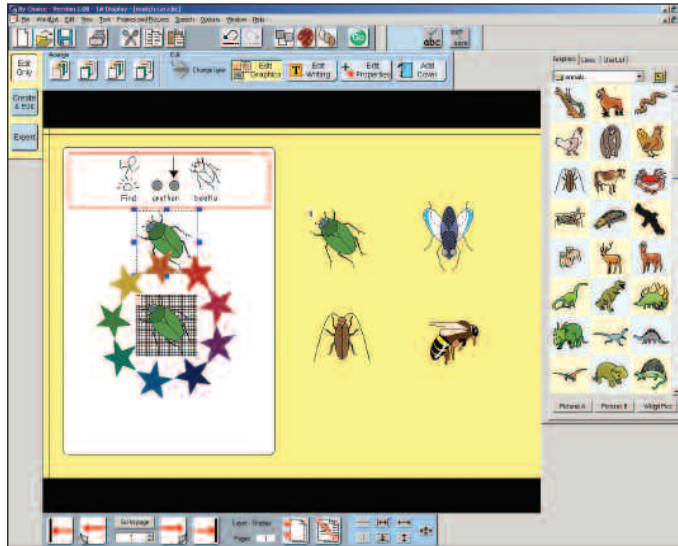
Use the **Go** button to test the activity at this stage of editing.

You will find that when the activity runs it, correctly, says 'Find another beetle', but when you select the answer (the green beetle) you still hear the message and sound for the car. We'll look at why the activity correctly says, 'Find another beetle' in a moment. For now, let's edit the properties of the question/answer (the green beetle).

3d Changing the properties

Click on the question (the green beetle with the black number) and then on the **Edit Properties** button. You will see the following dialog box on the right of the screen.
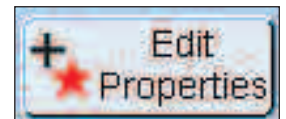
In the 'Speech' section there are three edit boxes.

• The first shows what is spoken when this object is first displayed.

• The second shows what the object will speak if it is incorrectly selected. It is not possible to incorrectly select it in this activity, but in many activities the order of answering may matter and it may be useful to give some audible feedback to an incorrect selection. This speech entry can also be used for distractors, which are always wrong.

• The third shows the speech that will be used when the object is correctly selected. Edit this now to change it to something like "Well done! You have found the beetle."
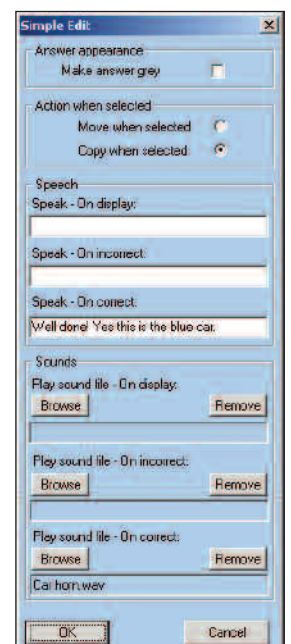
Similarly, in the 'Sounds' section are spaces for three sounds. The 'car horn' is not very appropriate here, so click on **Browse** and choose a different sound. When you have done this, click **OK**. Click on **Save** to save the changes, or **Save As** if you didn't save your file with a new name earlier. Now press the **Go** button to see the effects of the changes you have made.

Note: Many of the sound files have a number after the file name which indicates the length of the sound, e.g. **Animals\honeybee4_5** is 4.5 seconds long.

You should find that the activity now functions correctly.

You may be wondering why, after you have made the first changes to the activity, the speech when the activity started was correct, i.e. 'Find another beetle'. Click on the symbol writing frame at the top and then on **Edit Properties**. You will see the following dialog box on the right of the screen.

You will see that there is an entry here called **Speak – On Display**. The dialog box informs you that this is set to speak what you see on the screen, i.e. the words "Find another beetle". So this speech was changed automatically when you edited the text.

In some activities, you may also want to allow a student to hear the instruction again when they click on the text. So type, "Find another green beetle" in the **Speak – On select** box. There is no need for this to be the same as the text displayed. Now click **OK** and run the activity.
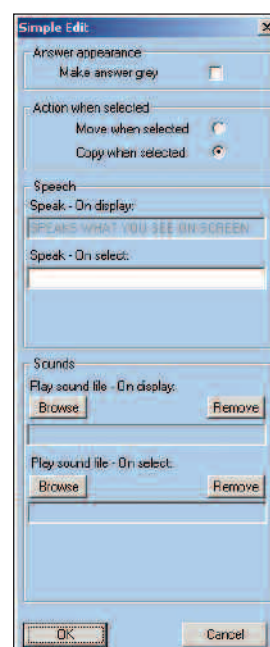
3e Making a short-term memory activity

You can easily make the activity into one that involves short-term memory by pressing the **Add Cover** button. A dialog box will appear from which you can select the graphic that will cover the options after they have been displayed for a short time. Do this and try the activity to see the effect. Do not worry if the 'cover' graphic does not cover the other graphic fully in Edit mode. When the activity is run, the 'cover' graphic will replace the graphic being covered until it is clicked on, then the covered graphic will be revealed. A rising scale will play during the time before the images are covered. You can also set this delay before the objects are covered from this dialog box.

Do not try to edit an activity while **Add Cover** is switched on. Switch it off by pressing the **Remove Cover** button, edit the activity and then press the **Add Cover** button to switch 'cover' back on.

3f Randomising positions

You may have noticed that when you run the activity that the positions of the question and distractors are randomised. This is useful for most activities, but in some cases you may want to present the questions and distractors in fixed positions. To do this, go to the **Edit** menu. You will see that **Randomise questions** is ticked. Click on it to switch randomise off. To switch it on again, go to the **Edit** menu and click **Randomise questions** again. This setting is saved with the activity.

3g Making more pages of the same type

In 'Edit Only' mode, you can copy a page so that you have a base from which you can change the graphics and text. This means that you can add more pages to the activity. In 'Edit Only' mode, it is only possible to add more pages of the same type – you cannot change the basic nature of the activity from one page to the next.

You can insert a new page in an activity either before or after the page you are currently working on. Generally, you will be on the last page and will want to insert a new page after the current one. Click on the **Insert Page button** from the **Page toolbar**.
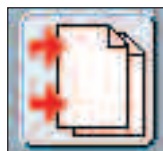
'Insert page icon'
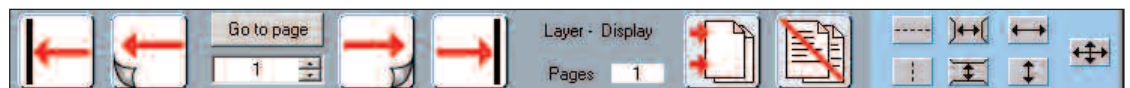
You will be asked whether you want to insert the page before or after the current one. The default is 'after'. A dialog box then appears telling you that a new page will be created. Click **OK.** The new page will look just like the current page, but you will see that the page number in the Page toolbar at the bottom of the screen has changed, as have the total number of pages. Edit this new page as has been described, but replace the insects with something else. You can go forward or backwards at any time to compare this page with the one from the example, or to add new pages.

Try editing a range of activities to get some practice. Good ones to try are detailed below. In each case there is a note to help you complete the editing.

1. Number\A-counting 1

Change the graphics on each page. Also, on each page, select the answer graphic and then the **Edit Properties** button. Change the spoken text to match the graphics.

2. Letter work\D-alphabet words 1

Here you can edit the text in each text box. You will need to be sure that the words you use are in the same alphabetical order as the ones you are changing. You might also like to try editing the background colours from the menu item **Frames and Pictures** then select **Background Colour**.

3. Visual Discrimination\A-match - similar

This one is all about animals. Try modifying it to be about food, for example.

Edit the graphics. You could try two ways of doing this:

(a) Find the graphics from the **Widgit pictures** folder for cake, biscuit, etc.
(b) Find the graphic from the **Use List** tab. This is the third tab on the right hand graphics panel. Some foods you could find include: broccoli, lettuce, green beans and cabbage.

Experiment with **Use List** tab to find other foods that are in the **Symbol List** rather than the **Picture List**.

4. Science\C-heavy or light

Change this to be an alternative activity on floating and sinking. Edit the instruction frames – instead of heavy and light, make it float and sink (remembering to set the correct graphic for sink). Then change the other graphics by replacing the heavy items for ones that sink, and the light items for ones that float.

Be sure to edit the spoken instruction: Click on the place where the word 'heavy' was (now float) and then on the **Edit Properties** button. Edit the **Speak - On display** text to give the correct instruction for the new task.

You may need to move the 'reward graphic' to get to the items underneath it, and then put it back afterwards.

3h Editing activities with Layers

There are many activities supplied with the pack that use the idea of 'layers'. A layer normally consists of some graphics and text that are revealed as the activity progresses. Using the more advanced editing options it is possible, for example, to allow for a correct selection to reveal another layer.
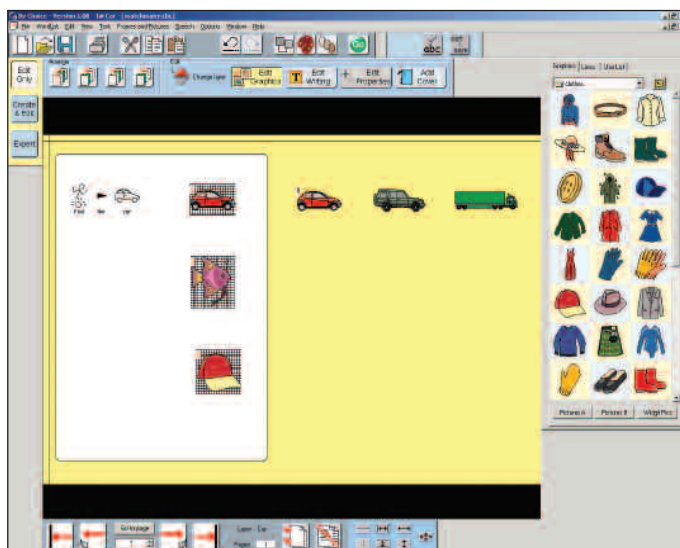

From the **File** menu, use **Open**… to load the activity **match many** from the **Other examples** folder. Press **Go** to try this activity and find out what it does. Return to the Editor when you have finished. Feedback has deliberately been left out of this activity so that you can use what you learned in the editing section to add your own.

Before you begin, go to 'Save As' and be sure to save the file with a different name. Edit what you see on the page to ask a different question – For example, change the question 'Find the car' to 'Find the cake'. To reveal the second layer, click on the red **Layer up** arrow as indicated.

This will reveal the second layer, which you can then edit. Click again and edit the third layer. When you have edited all the layers you should finish up with something like this:
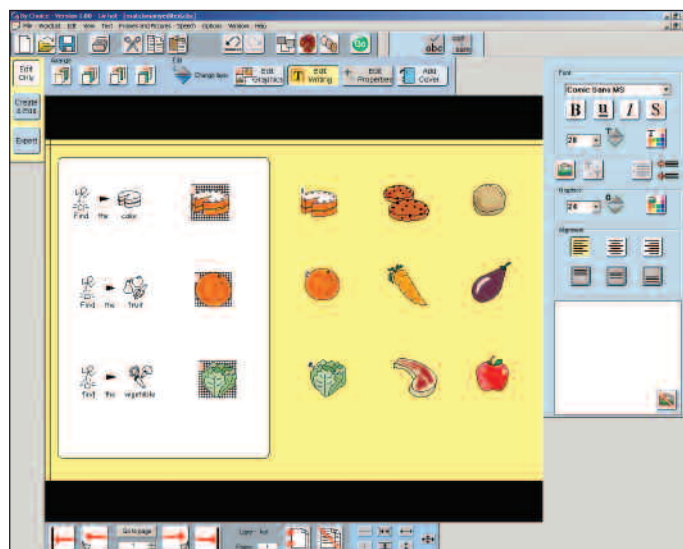
Test what you have done.

Now it's time to add some feedback. We want the question on each layer to be spoken when the layer is revealed. We will refer to the 'Find the cake' example but you can change the instructions as you see fit.

• Click on the instruction 'Find the cake' and then on **Edit Properties**. In the **Speak – On display** box, type something like 'Can you see the tasty cake?' and then click **OK**.

• Click on the question graphic for 'cake' with the black '1', and then on the **Edit Properties** button. In the **Speak – On correct** box, type, 'Yes this is the birthday cake.' and then click **OK**.

• Click on one of the distractors for this question and then on **Edit Properties**. In the **Speak – On incorrect** box, type, 'This is not a cake, this is a bun.' Then click **OK**.

• Treat the 'biscuit' similarly.

To navigate through the different layers, click on the red **Layer up** and blue **Layer down** buttons. The appropriate button will become grey when you reach the lowest or highest layer. If you cannot see the second layer, click on the red **Layer up** arrow and add feedback to each item on that layer in exactly the same way as you did for the first layer. Finally, repeat for the third layer. Save your activity and test it.

3i   Editing other activities

You can edit many of the activities that come with the pack, or others that have been created, using these techniques. It is always a good idea to look at the activity first and make sure that you understand what the activity is doing. Also work from a copy of a file rather than the original.

Cover Hint

Do not try to edit an activity while 'Add Cover' is switched on. Switch it off by pressing the 'Remove Cover' button, edit the activity and then press the 'Add Cover' button to switch 'cover' back on.

Layer Hint

Look at the 'Layer up' and 'Layer down' icons. If these are coloured then there are other layers that you can edit. If both layer icons are grey, then there is only one layer on the page. If the 'Layer down' icon is grey, then you are looking at the bottom layer for the page and cannot go any lower. If the 'Layer up' icon is grey, then you are looking at the top layer for the page and cannot go any higher.

Set Hint

In many activities you will find question and answer pairs that have been given a letter as well as a number (e.g. 2A, 2B). These are question and answer pairs that have been made part of a "set" in order to create a particular type of activity. They can be edited in exactly the same way as the question and answer pairs in this tutorial.

If you need to change an activity in a way that is not possible with 'Edit Only' mode, then you will need to study the documentation provided in the 'Edit and Create' and 'Expert' mode. These allow you to make your own activities, as well as providing more extensive editing capabilities. There are tutorials that you can access from the Start menu:

Widgit->By Choice->Create and Edit Tutorial
Widgit->By Choice->Expert Tutorial

3j   Setting activities for switch access

For an activity to work successfully with switches it is necessary to set the order in which objects are scanned. Since objects can be placed anywhere on the screen and created in any order, it is not possible for the program to automatically produce a sensible 'scan order', so you will need to set the scan order yourself. This section tells you how to set the scan order. (Note: All the activities provided with the pack have already had a scan order set, so you will only need to set a scan order for new activities, or if you want to change the scan).

Load the activity for which you want to set the 'scan order'. From the **Edit** menu, select **Scan order->Define/View order**. You will see that the numbers showing the question/answer links disappear and that a new number appears beneath each of the scannable objects. If these numbers are not zero, then what you see is the current scan order. If they are zero (or some are zero), then the scan order for the activity has not been set correctly.

All you do to set the scan order is select **Scan order->Define/View order** from the **Edit** menu, then click, with the right mouse button, on the objects in the order that you want them to be scanned. If you make a mistake, you can start again, as it only takes a few minutes. Repeat this on each page in the activity. When you have finished, click anywhere with the left mouse button.

Hint: If you are making a new activity (in 'Create and Edit' or 'Expert' mode), you should set the scan order on the first page. Then, if you copy or clone pages, the scan order will be copied to the next page.

If you want to clear the scan order to set all the numbers to zero prior to starting again, you should select **Edit->Scan order->Clear order**.

Scanning two separate areas

Look at the example in the **Other examples** folder called **dino pairs**. Press **Go** to run it, then from the **Configure** menu select **Use Switches**. Use the spacebar to switch between items and the 'Return' key to select them. You will see that the program starts by scanning only the dinosaurs. Once a dinosaur has been selected, the program then starts to scan the names. When the correct name has been selected, the scan on the remaining dinosaurs will resume.
There are therefore two separate scan groups, as otherwise objects would be scanned unnecessarily.

To see how this is achieved go back to **Edit mode** and select **Scan order->Define/View order** from the **Edit** menu. Notice that there are two separate scan groups, one in blue on the dinosaurs and one in red on their names. Now select **Edit->Scan order->Clear order** to clear this so that you can try it for yourself.

Select **Scan order->Define/View order** from the **Edit** menu, then click with the right button on the dinosaurs in the order that you want them to be scanned. After you have clicked the last of the six dinosaurs, press the **F5** function key on the keyboard. Pressing the **F5** key tells the program that you want to start a new scan group. Now, click with the right mouse button on the six names in the order that you want them to be scanned. When you have finished click anywhere with the left mouse button. You will see the dinosaurs numbered 1-7 in blue and the names numbered 1-7 in red.

Note:

(a) You could click on the names first, then **F5** and then the dinosaurs. This would mean that the names were scanned first.

(b) It is not possible to have more than two scan groups.

3k Setting the defaults for the Player

There are three settings for the Player that can be set as defaults. These are:

• Enable button printing
• Hear wrong answer sounds
• Auto progress

In Player these can be changed at any time from the **Configure** menu. This will not, however, change the default setting when the Player is first launched.

To change the default settings, run the Editor and select **Start-up preferences** from the **Options** menu. From the **Start-up preferences** dialog box, select the **System and Printing** tab. On this tab you will see that you can change the default settings for **Enable button printing** and **Auto progress**.
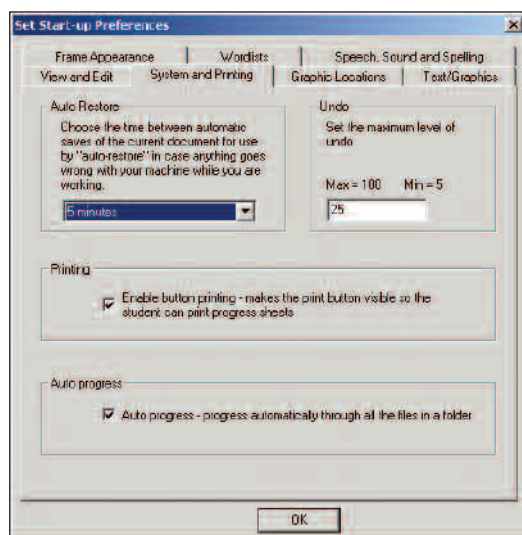
To change the default setting for 'Hear wrong answer sounds', you need to select the **Speech, Sound and Spelling** tab.
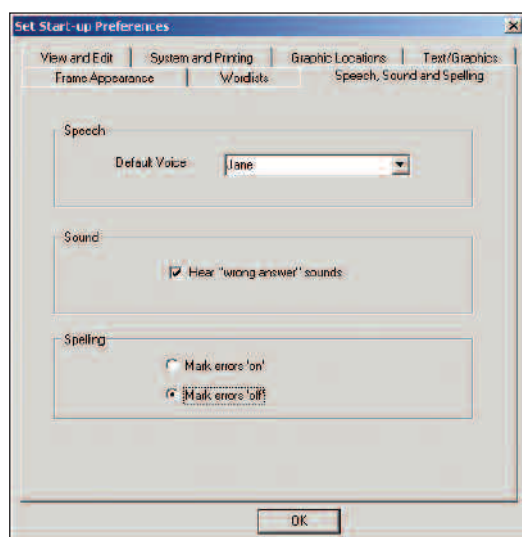
3I   Managing the activities

The activities supplied have been arranged in folders as described in Section 2b. You can copy these activities into individualised work sequences. There is a folder called 'Users' already set up and this section tells you how to add individual student folders inside this. Each folder will show an image that the student (or group) can recognise and so it is easy for them to locate their work.

**Adding a
student file**

Note: To do this setting up, you must be logged-on to the computer with sufficient permissions to copy, move and rename files in the 'By Choice Activities' folder. If you do not have such permission the computer will tell you when you try to do this.

Go to the **Edit** menu and then **Set student work**. The following dialog box will appear:
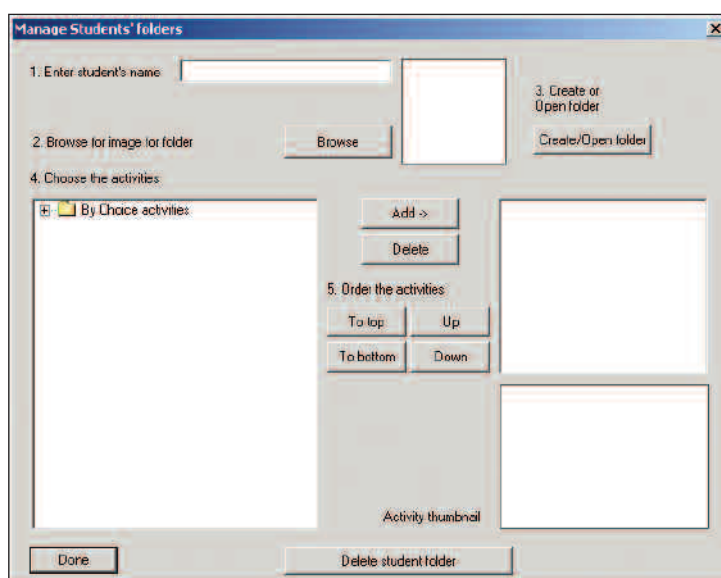
This displays the complete range of activities in the list box on the left. These can be expanded to see the contents by clicking on the small **+** sign next to each folder. Follow the order of steps indicated on the dialog box.

1. Type in the name of the student to whom you want to allocate work. It is also quite likely that this is not simply a student, but a group – e.g. green group.

2. If you want the folder to display an image relating to the student or group then click on the **Browse** button. Find the picture you want. This will be copied into the student folder. It will not be moved from its original place.

3. Click on **Create/Open folder** when you are happy with steps1 and 2.

Your dialog box will now look similar to the one shown below.
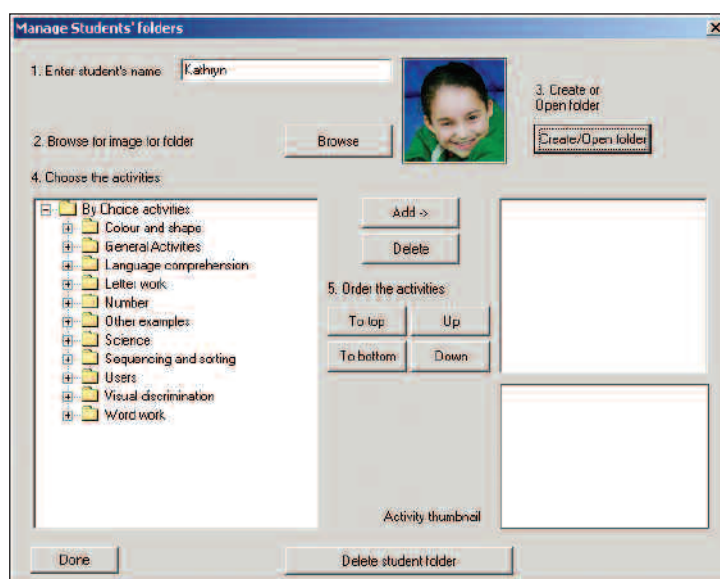
Now allocate the sequence of activities. If you get the order wrong it does not matter as it can be changed later.

Use the left list box, click on the **+** sign on the folder with the activity you want to use. Highlight the activity name by clicking on it. You will see the thumbnail of the activity in the lower right box. If this is the activity you want then click **Add->**. Continue to add files from this or other folders until you have selected all those that you need. The dialog box will now look something like this:
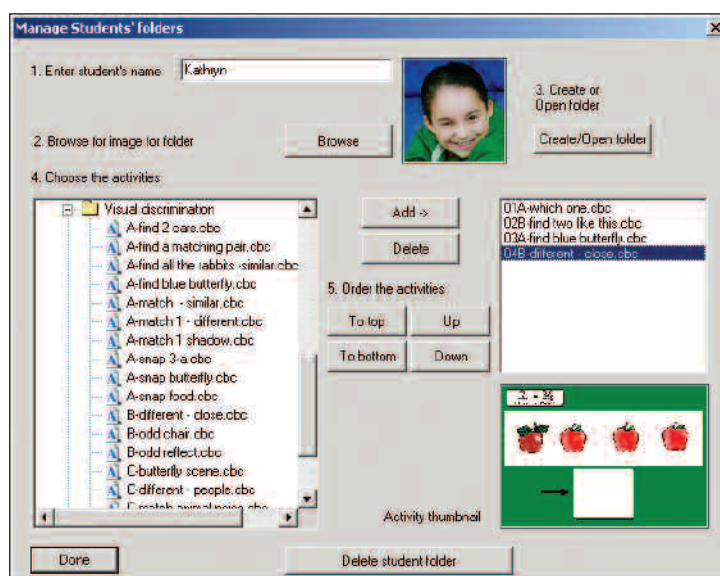
If you make a mistake and transfer a file you do not want, then click on the file in the right hand list box and then click on the **Delete** button.

If you want to re-order the activities you can select an activity in the right hand list box and use the **To top**, **Up**, **To bottom** and **Down** buttons to move them in the list.

When you have finished select **Done**.

Editing a student file

Go to the **Edit** menu and then **Set student work**. In the dialog box type the name of the student and select the **Create/Open folder** button. You will see the student's picture appear and their folder of work. You can then change any of the activities or the student's picture.

When you have finished select **Done**.

Deleting a student file

Go to the **Edit** menu and then **Set student work**. Select **Delete student folder**. From the dialog box that appears select the student folder and the **Delete** button. Note that this operation is irreversible. You can select more than one student at a time by holding down **Ctrl** while you select the students. Select **Finished** when you have deleted the student folders. Then select **Done** from the main dialog box.