Communicate: SymWriter

With Getting Started Guides

Please write your registration number here.
You may need it in the future.

....

When you register your product, please enter your email address to be informed of FREE program updates, help sheets and downloadable resources. You can also get this information at www.widgit.com/symwritersupport

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R6. Preferences and Toolbars

Introduction

What is SymWriter?

SymWriter is a tool designed to help students and older people who have difficulty writing text. This includes students in primary school who are struggling with literacy, pupils in special schools and adults with a learning disability, including acquired problems. It is the modern successor to Widgit's 'Writing with Symbols'.

SymWriter can also help teachers and carers produce symbol supported literature for display and other purposes. Widgit also have more sophisticated software for those who require more elaborate layouts – see www.widgit.com/inprint

Users with a measure of text ability may choose to write using the keyboard. Automatic symbolisation gives immediate feedback on the meaning of the word whether symbols are chosen to be visible in the main writing document or not. There is speech support and a spell checker with symbol support.

The symbolisation uses Widgit's new 'smart symbolising technology'. This is designed to increase the accuracy of symbolisation, analysing the grammar of the sentence and so choosing the symbol that illustrates the correct part of speech.

Those for whom text is more difficult may write by selecting cells which display symbols. Selecting a cell can send the contents of the cell to the writing document. You can see a screen layout showing a typical writing screen on p9.

To create larger vocabularies, grids of cells can be linked to access more words and phrases. Cells can also be selected by switch users with a range of scanning options. Sets of grids and buttons used for writing are called Environments which can be created by the teacher. A screen showing a typical layout in the Designer is shown on p10.

Using this guide

This guide is divided into two main sections. The first describes the features of the writing document, and the use of the symboliser. The second shows how students can write from grids and the way that the grids can be created.

Each sub section has a main topic with short, easy to follow instructions for the relevant features. Those who are familiar with Writing with Symbols or Communicate: In Print will find many similarities. In this guide the word teacher will be used to mean a teacher, carer or parent who is using the program to create and edit activities. Student will be used to mean the person who uses the grids or the writing tools. Terms which are underlined have specific meanings in SymWriter. They are explained in the text, but also are described in section D. Glossary p85.

Typical writing screen - Showing terms used in the program

Users toolbar, chosen from the launcher.

Tabbed bar to select the Symbol chooser or Graphics Browser.

Document

Symbol chooser displays the alternative symbols for the typed word. See p13

Grid with cells that can be selected.

Buttons that can perform Actions.

A tray with command graphics. In this example the graphic and text are set to the document.

A linked grid, which can change the available vocabulary.

Graphics Panel used by teachers and students to change the image for a word or to add graphics in a document. See p31

Environment designer screen - Showing terms used in the program

Designer toolbar.

This Tabbed bar has more options in design-mode.

Grid viewer showing all the grids and trays in the environment.

Document.

Grid.

Tray with background.

Command graphic.

Cell (highlighted).

Button.
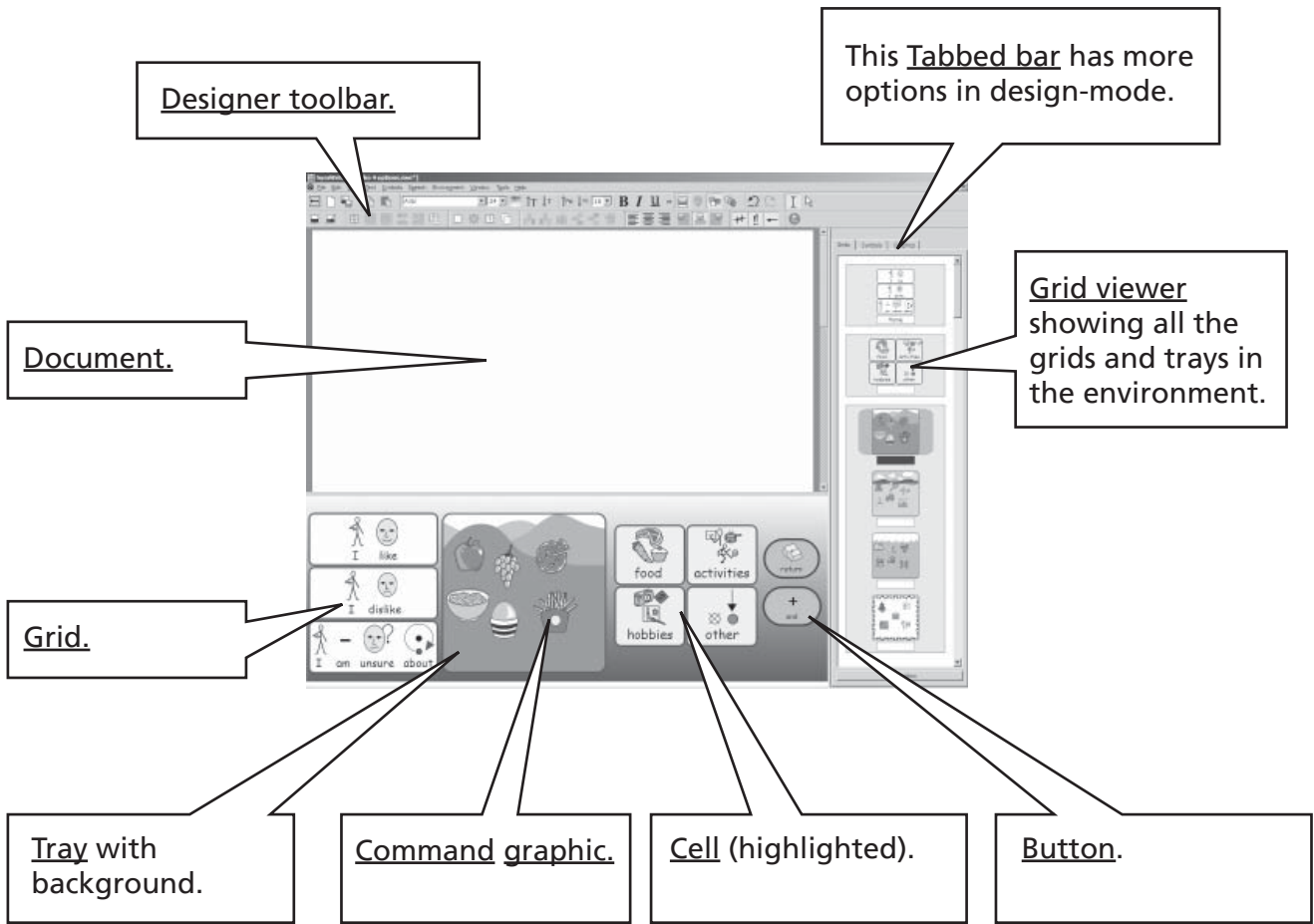
Symbol Chooser
Used by teachers and students to pick the best symbol. See p13.

Graphics Browser
Used by teachers and students to change the image for a word, or add graphics in a document. See p31.
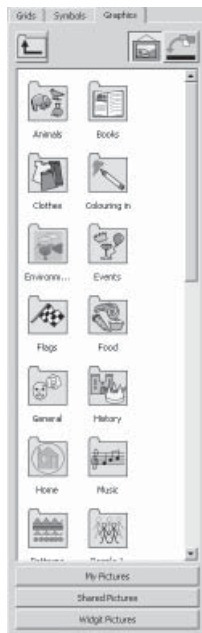
Grid Viewer
Used by teachers only for managing and linking grids. See Reference sheet 3 p5.

Important Note

A copy of this documentation in pdf format is available by selecting the **Help** menu and choosing **View on-line help** (or press F1). It is also possible to produce the documentation by selecting the **Pdf manual** button from the launcher, p12.

This means that you can have access to the manual at any time and you can print more copies of the documentation for your own use if you wish.

A. Writing into the document

A1. Starting the program

When you start the program you will get the launcher. This normally appears as below (If you are logged on as a student the bottom row of buttons may not appear). This allows you to choose the type of interface for a student to use, or the type suitable for teachers.

Click on one of the coloured buttons when students use the program. The buttons give different levels of interface - the easiest on the left.

Click here to launch the program with the full interface to create documents to print. (Part A of this documentation).

Extra icons may appear here if you design your own interfaces.

Click here to go to extra information, free updates and resources for SymWriter at, www.widgit.com.

Click here to use the designer for creating <u>Grids</u> etc. Grids are for students to use to write. (Part B of this documentation).

Click here to launch a pdf file of the documentation.

N.B. The coloured buttons are designed to give degrees of simplified interface and more limited functionality. If you select one of these when reading this part of the documentation you may find that some features are unavailable. In Reference sheet 6 you will see how to configure and create new interfaces to your own specification.

All buttons except **Design environment** put the program in **write-mode** where the purpose is to write a document (with or without the help of grids). Selecting **Design environment** puts the program in **design-mode,** used for creating grids and other writing support.

To follow Part A of this documentation select the **Write Document** button to put the program in **write-mode.**

A2. Symbolising what you write

A2.1 Using the smart symboliser

Start the program using the **Write document** button on the launcher. Type "Drink your drink" watching what happens. As soon as the symboliser has enough information to realise the first word is a verb it changes the symbol.

Try typing other sentences.

A2.2 Changing the symbol from the symbol chooser

Type "I work with computers".

1. Click in the word "work".

2. Click here to show the symbol chooser.

3. Click to select the symbol that is best for your meaning.

Click here to turn the symbol off.

Where there is more than one symbol that makes grammatical sense you can choose the best from the symbol chooser. Or you can press the **F9** key to cycle through the alternatives, including 'symbol off'. You can also turn a symbol off by clicking on the **Symbol off** icon in the symbol chooser. Within this writing document the program will remember your choice when you next type the same word.

A2.3 Changing the words for a symbol

Type "My cat is named cat".

Click on "cat" and press the **F11** key, then type "whisky" and press the right arrow key to move the cursor out of the symbol.

Now press the **Enter** key (return), and type "and whisky is my cat".
Also try starting with "My cat is called whisky" and make the symbol for "called" the correct one. You can press the **Change Symbol text** icon, if it is on your toolbar, as an alternative to pressing **F11**.

Change Symbol text.

A2.4 Changing the image on a word

Type "There's a rabbit in my garden".
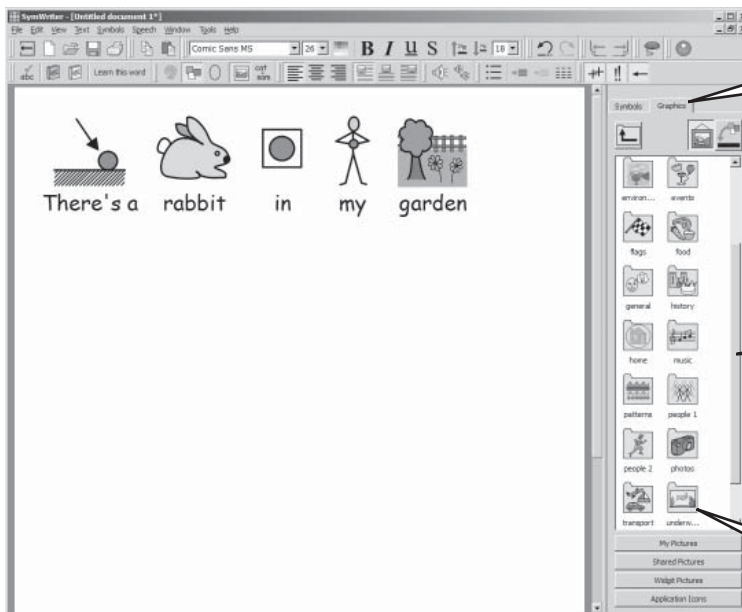
1. Click on the **Graphics** tab to show the **Graphics browser**.

2. Scroll down until you can see the **photos** folder.

3. Click once on the **photos** folder to show the contents.
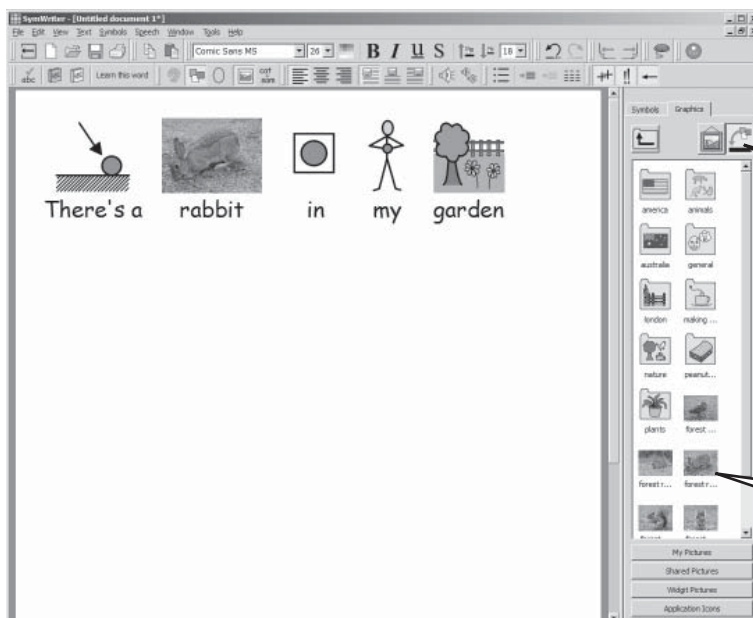
4. Click on the **over-write symbol** icon.

5. Click on the photo of the rabbit, and then on the symbol for rabbit in the document. There is no need to drag.

A2.5 Changing the colours in a symbol

Type "I bought a soft green jumper." You will see that the symbol for the jumper is red.

I   bought   a   soft   green   jumper.

1. Click in the word "jumper" and then on the **colour graphic** icon from the toolbar.
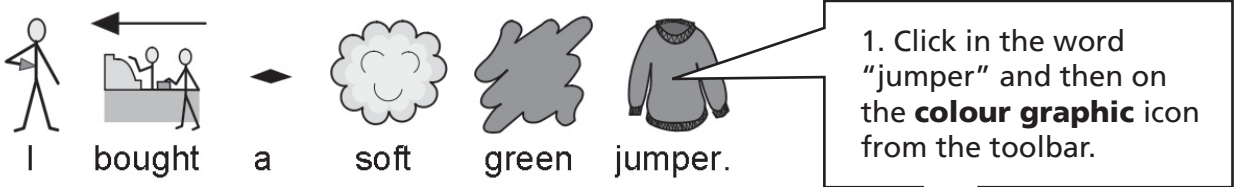
2. Click on the red colour you want to change.

Symbol Palette

OK   Cancel

Symbol Palette

OK   Cancel
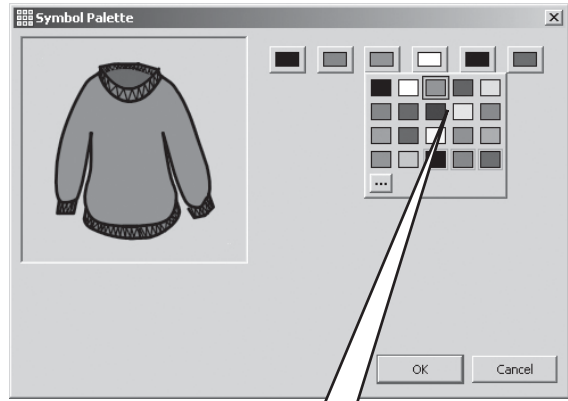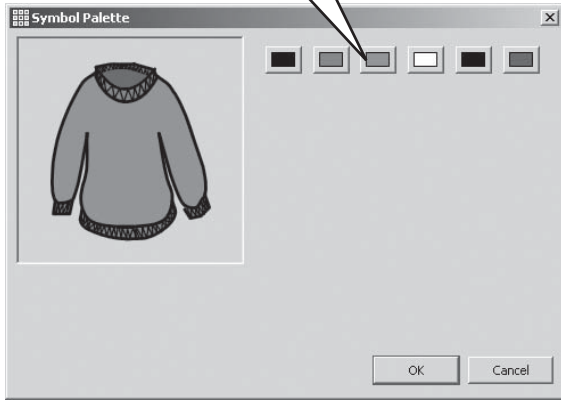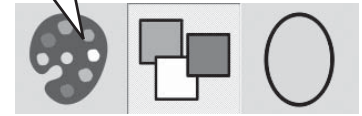
3. Click on the green colour (or choose a different user colour by selecting the appropriate icon). Do this for all the colours you want to change.

I   bought   a   soft   green   jumper.
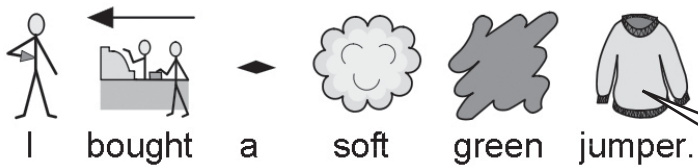
4. Now use the **F11** key to change "jumper" to "green jumper". Then delete the superfluous "green" symbol.

I   bought   a   soft   green jumper.
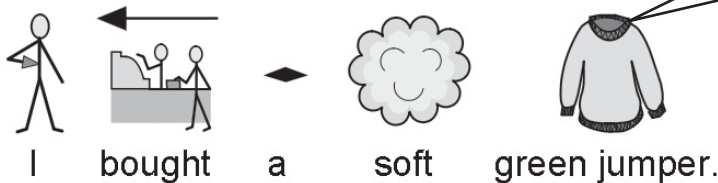
A2.6 Skin tones

Symbols which contain skin colour can have the skin tone changed. Type "The girl is happy".
Press CTRL + A to highlight everything.
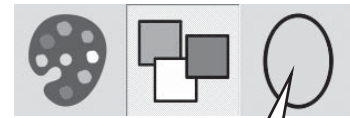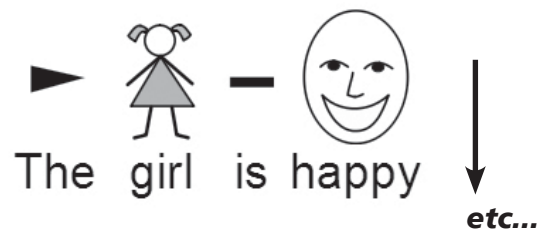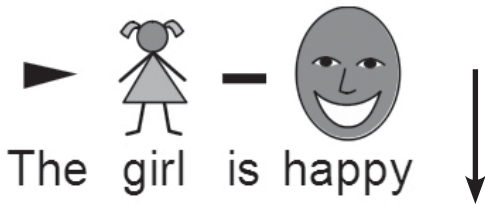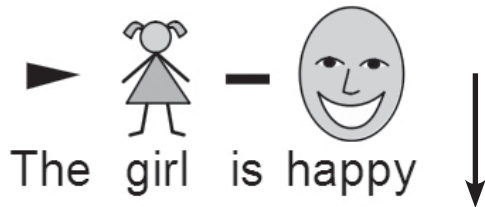
Now press the **skin tone** icon on the toolbar and see the tones change.

The **skin tone** icon works on highlighted text, or on the symbol where the cursor is.

etc...

A2.7 Switching between colour and monochrome

Type a sentence that shows coloured symbols, e.g "The elephant hid behind the tree."
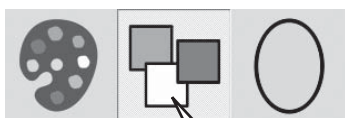
Press the colour button to toggle between symbol colour on or off, for either highlighted words, or for the symbol where the cursor is.
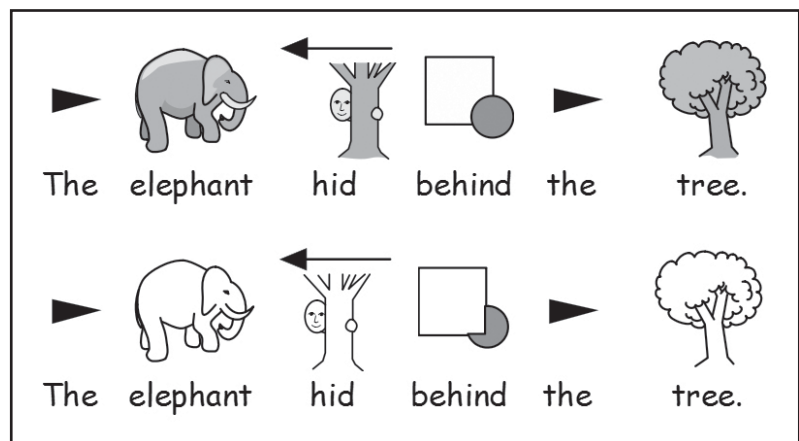
A2.8 Changing properties of the whole document

You can change the way symbols appear in the whole of the main <u>document</u>. Also you can control these properties in the <u>stages</u> (p49) that hold the <u>grids</u> for writing. From the **Symbols** menu select **Symbol display...**

Select whether you want symbols in colour or monochome, or if you want to, leave the current settings unchanged.

Select whether you want symbols on or off, or if you want to, leave the current settings unchanged.

Select the skin tone, or if you want to, leave the current settings unchanged. Click in the radio button under the colour you want.

Click on this button to select the line colour of symbols, or if you want to, leave the setting unchanged.

Symbol Display

Mark the properties you wish to change. Then set where the changes should apply. If you have stages you can choose to apply the settings to the document or any stage.

Show symbols
- ○ Symbols on ○ Symbols off ● Leave as currently set

Show symbols in colour
- ○ Colour on ○ Monochrome ● Leave as currently set

Skin tones
- ○ ○ ○ ○ ○ ○ ● Leave as currently set

Symbol line colour
- Click to choose line colour ■ ● Leave as currently set

Apply to:

☑ Writing Document

OK   Cancel

If you open the symbol display when you are in the designer, you will have an extra section to set the display on **stages** as well as the document. The grey areas show the position of the **stages**.

Click here to apply to everything.

Click here to apply the settings to the document.

Apply to:
☑ Everything
☑ Selected stages

☑ Writing Document

Click on any **stages** where you want the settings to operate.

A2.9 Qualifiers

A symbol may have a qualifier to indicate plural, a verb tense, a comparative or superlative.
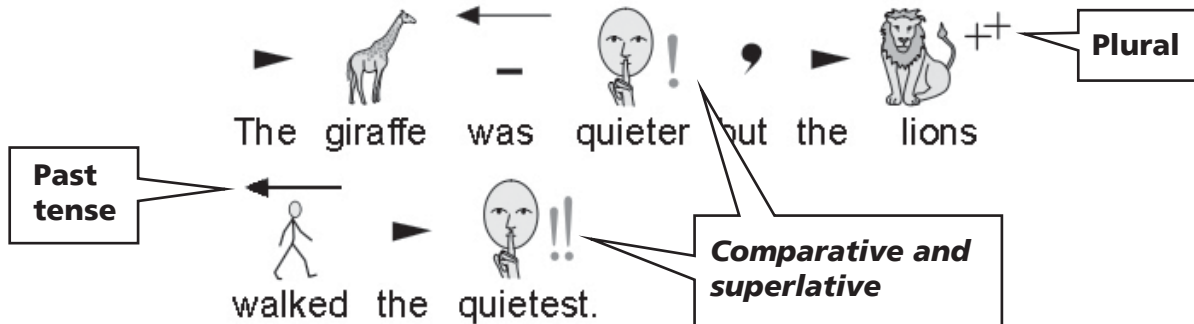
These can be switched on or off for (A) the current symbol, or for (B) the whole document or stage.

A. Locally, for the current symbol

1. Right button click in a word where you want to switch the qualifier off (or on).

2. Select the appropriate menu item to change to make the qualifier invisible (or visible).
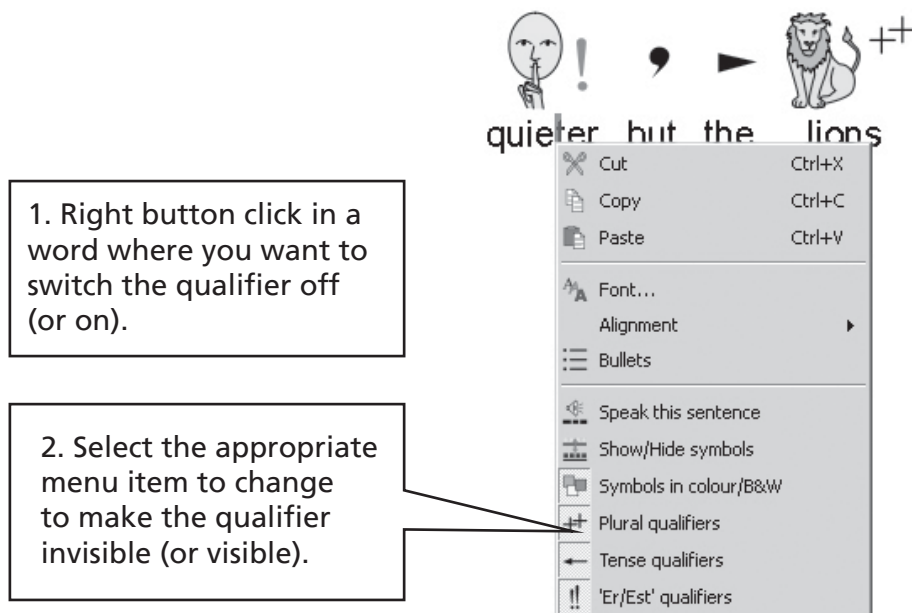
N.B. This also works over any highlighted section of text.

There are also toolbar buttons for these options on the default teachers writing toolbars.

B. More Generally

Select the **Symbols** menu then **Qualifier Display...**

1. Select which qualifiers you want to change.

If you only have a <u>Writing Document</u> you do not see the representation of any stages.

If you are in the **Environment Designer** and have stages you may also select the stages you want this to apply to.

2. Click here if you want to change everything. Then click OK.

3. Click on the **stage(s)** where you want this to apply.

4. Click here if you want this to apply to the whole <u>writing document</u>.
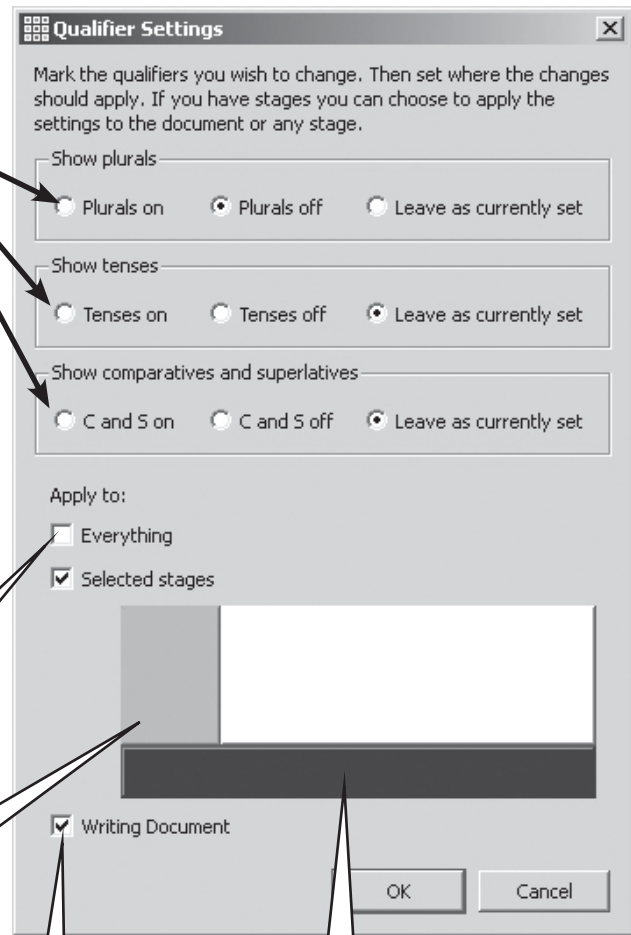
NB The selecting **Stages** tool is only available in **Environment Designer** mode when you have stages setup.

Qualifier Settings

Mark the qualifiers you wish to change. Then set where the changes should apply. If you have stages you can choose to apply the settings to the document or any stage.

Show plurals
- Plurals on
- Plurals off
- Leave as currently set

Show tenses
- Tenses on
- Tenses off
- Leave as currently set

Show comparatives and superlatives
- C and S on
- C and S off
- Leave as currently set

Apply to:
- Everything
- Selected stages

- Writing Document

OK   Cancel

A2.10 Symbol sets

The program is supplied with the Widgit Literacy Symbols (WLS). If you have purchased the Picture Communication Symbols (PCS) as an add-on then you have the choice between symbol sets. In this case you can choose between WLS and PCS. Make this choice from the **Symbols** menu **Symbol set...** These symbol sets are described in Appendix 2 Copyright p89.

The default symbol set can be set from the **Preferences** menu. From the Tools menu select Preferences and then Symbol Source
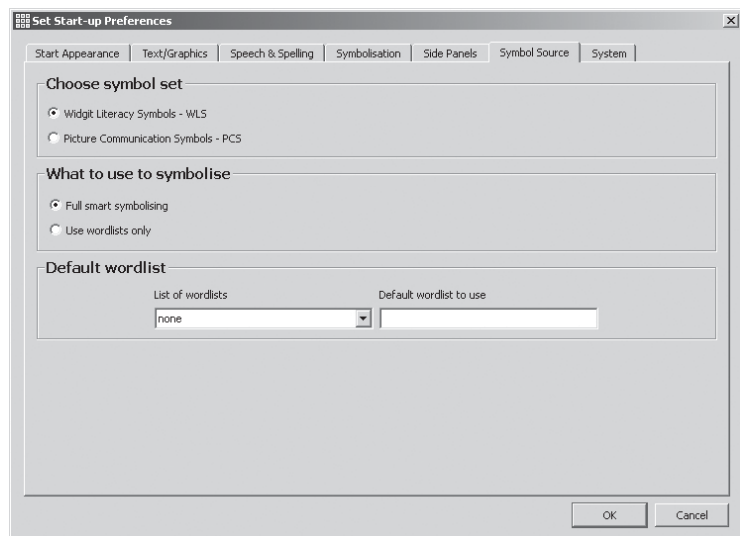
A2.11 Languages

If you have purchased the appropriate databases you can use SymWriter in other languages. Just go to the **Symbols** menu and select **Languages...** A list of languages will be seen. Those for which there is no database will be shown greyed out, i.e. not selectable.

Changing the language does not change the interface. The toolbars and menus remain in English, but the symbolisation, speech and spell checker will change to the selected language.

A3. Text and symbol formatting

Reminder:
There are a variety of toolbar arrangements supplied with the program to deal with users at different levels. Not all functions are available on any particular arrangement. In this section we show a range of toolbar buttons that can be used. It is possible to make your own arrangement of toolbars as described in Reference sheet 6. If you enter the program through the Teachers' **Write document** button on the launcher, then most of the toolbar icons in this section will be available.

A3.1 Changing font

The font is most easily changed using the font toolbar. Highlight the section you want to change then use the toolbar.
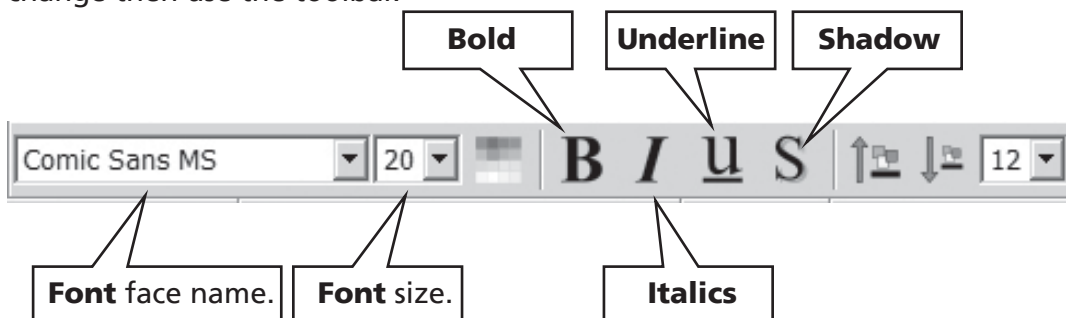
Some toolbar arrangements may have the following alternative for controlling font size.
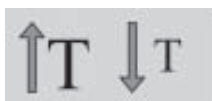
These buttons allow you to increase or decrease the font size.

A3.2 Changing the font and symbol size together

The font and symbols can be increased or decreased in size together. This makes formatting easier for beginner writers.
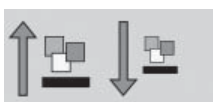
Increase or decrease size of font and symbols together.

A3.3 Changing the symbol size

The symbol size can also be set for highlighted text or at the point where the cursor is by using the **Symbol Size selector**.

Select a symbol size from this drop down box.

You can also use the **symbol size** dialog to change the symbol size for either the current symbol of the whole document**.** From the **Symbols** menu select **Symbol size**.
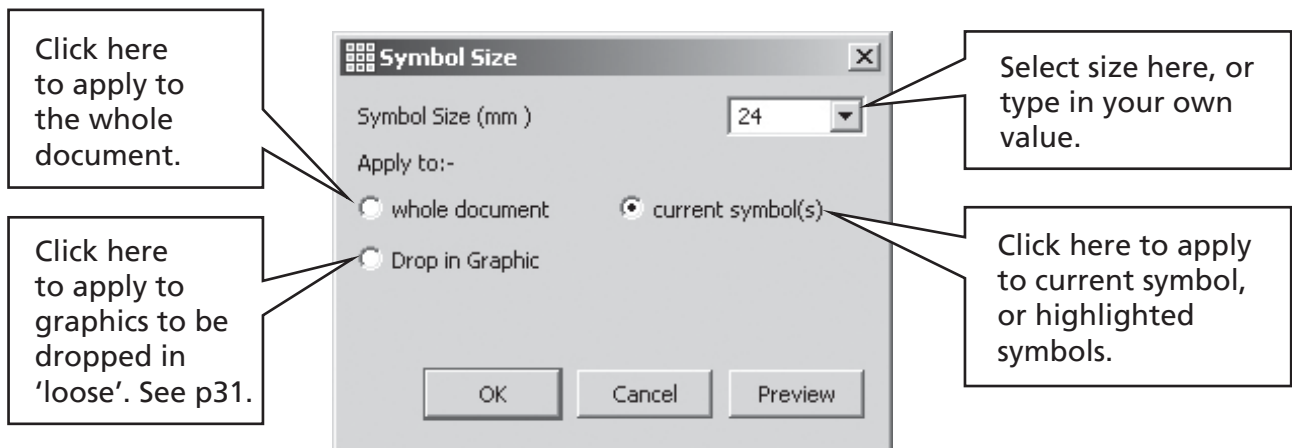
Click here to apply to the whole document.

Click here to apply to graphics to be dropped in 'loose'. See p31.

Select size here, or type in your own value.

Click here to apply to current symbol, or highlighted symbols.

Some toolbar arrangements may have the following alternative for controlling symbol size.

These buttons allow you to increase or decrease the symbol size.
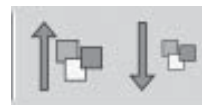
A3.4 Changing the graphic size

Graphics that are dropped into a document as illustrations have their own size setting. Whilst you are working, the size of the graphic can be set in advance in the **Symbol Size** dialog shown in A3.3 Changing the symbol size. Afterwards you can click on the graphic to show the drag points and re-size it manually.
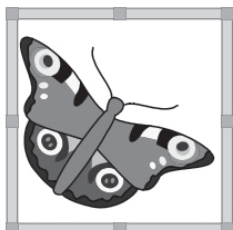
You can also set the default size in the **Preferences** dialog under the **Text/Graphics** tab.

Inserting these 'loose' graphics is described on p31.

A3.5 Paragraph alignment, word and line spacing

You can choose to alter the horizontal spacing between words or symbols. You can also alter the spacing between lines, and add extra space between paragraphs. These extra spaces are called <u>leading</u> (pronounced 'ledding'). As you make changes in this dialog box you will see the effects of these changes immediately. Click on the **Text** menu and select **Paragraph...**

You can use the settings in the top half of this box for functions described elsewhere.
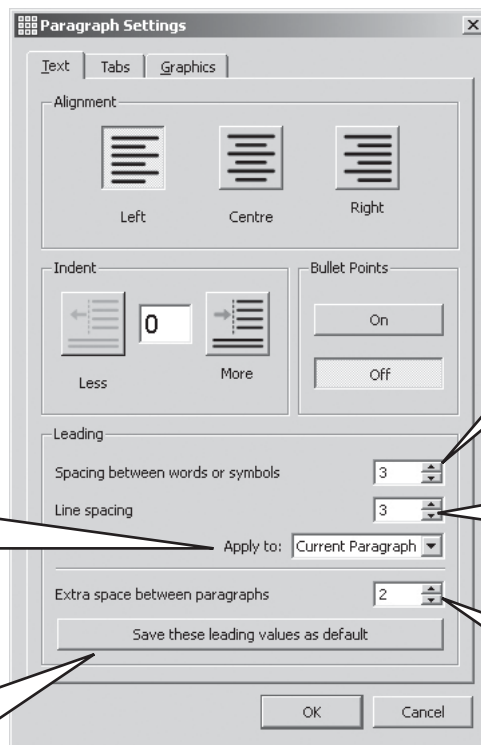
Use this to change the horizontal spacing between words or symbols.

Use this to change the vertical spacing between lines.

Use this to change the extra spacing between paragraphs.

Use this to say if the changes apply to the whole document or just the current paragraph.

Click this button if you want these settings to apply to future use of the program.

A3.6 Tabs

There is a very simple method for setting tabs. It is possible to change the number of equal **tab** settings across the screen. Go to the **Text** menu, and then select **Paragraph**. This will bring up a dialog. Select **Tabs** from the top.

Click one of these buttons to set the number of tabs across the screen.

Click this button to save the setting for future use of the program.

Choose whether you want the setting to apply to the current paragraph or the whole document.
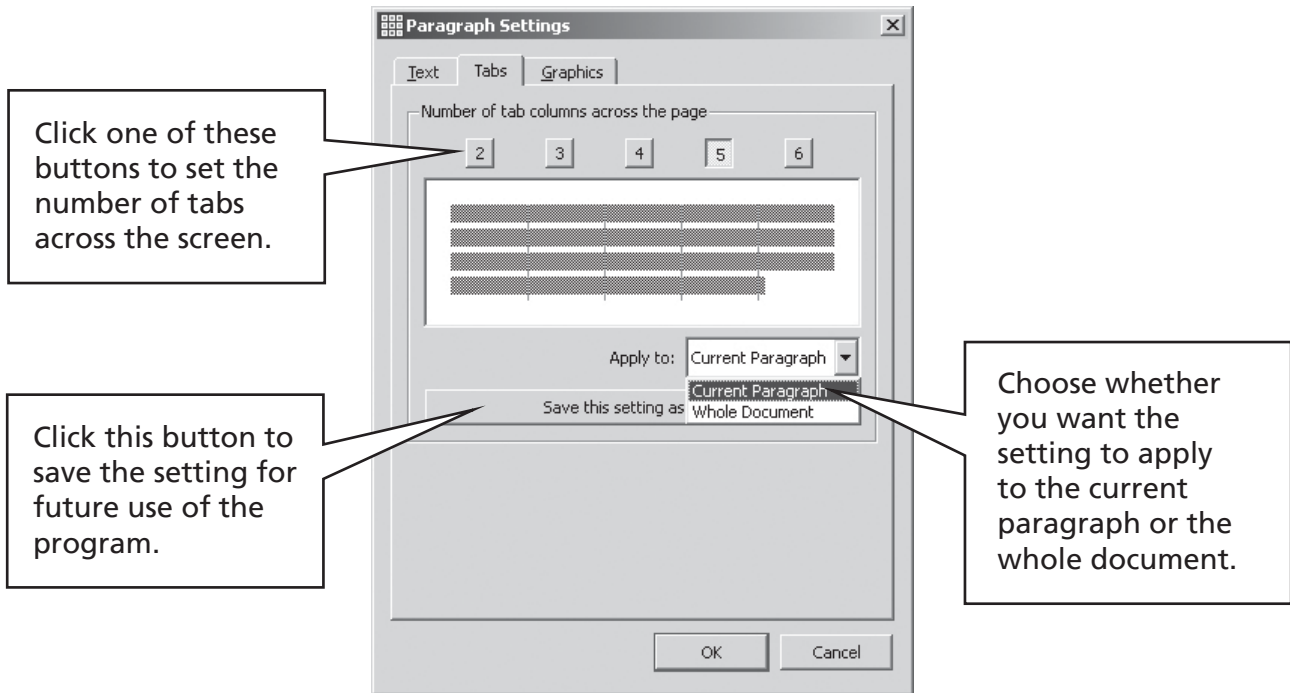
A3.7 Bullets

To apply **bullets** to any paragraph (or highlighted set of paragraphs), simply click the **bullet** icon to switch the **bullets** on and off.

A3.8 Indents

Click to increase the paragraph indent.

Click to decrease the paragraph indent.
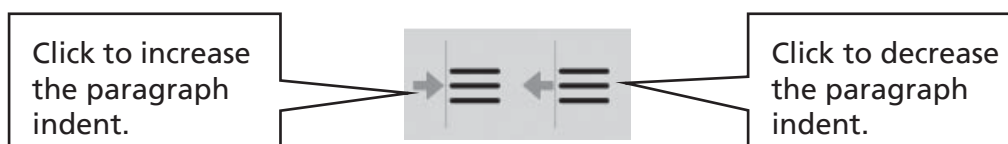
A3.9 Aligning

Text in paragraphs can be aligned left, centre or right using the standard icons.

A3.10 Text position

You can choose whether to see the text above or below the symbols. This can be set on a per-paragraph basis. Click in the paragraph (or highlight the paragraphs) that you wish to change. To put the text above the symbols choose the **Text** menu and select **Text above symbols**. If the text is already above the symbols then from the **Text** menu select **Text below symbols**.

You can also set the default position using the start-up options described in Reference sheet 6 p2.

Text on top icon.
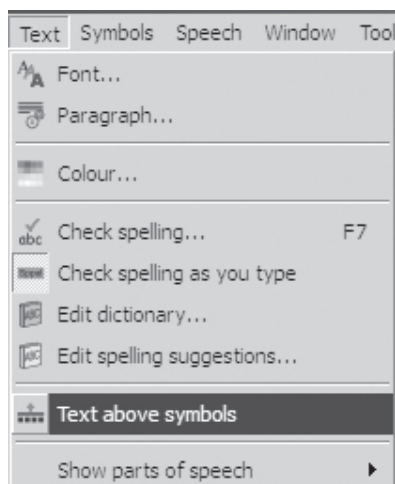
There is a toolbar icon which you can add to your toolbars if you regularly want to use this feature. Reference sheet 6 p7 describes how to change the toolbars.

A3.11 Text Colour

You can change the text colour for any highlighted text. You can bring up the colour dialog box from the colour button or from the **Text** menu select **Colour...** The dialog will only appear if the cursor is in some text.

Click any colour button to choose the text colour.

Click OK to change the colour of the highlighted text.

Click here to define your own colour.

Font Colour icon.
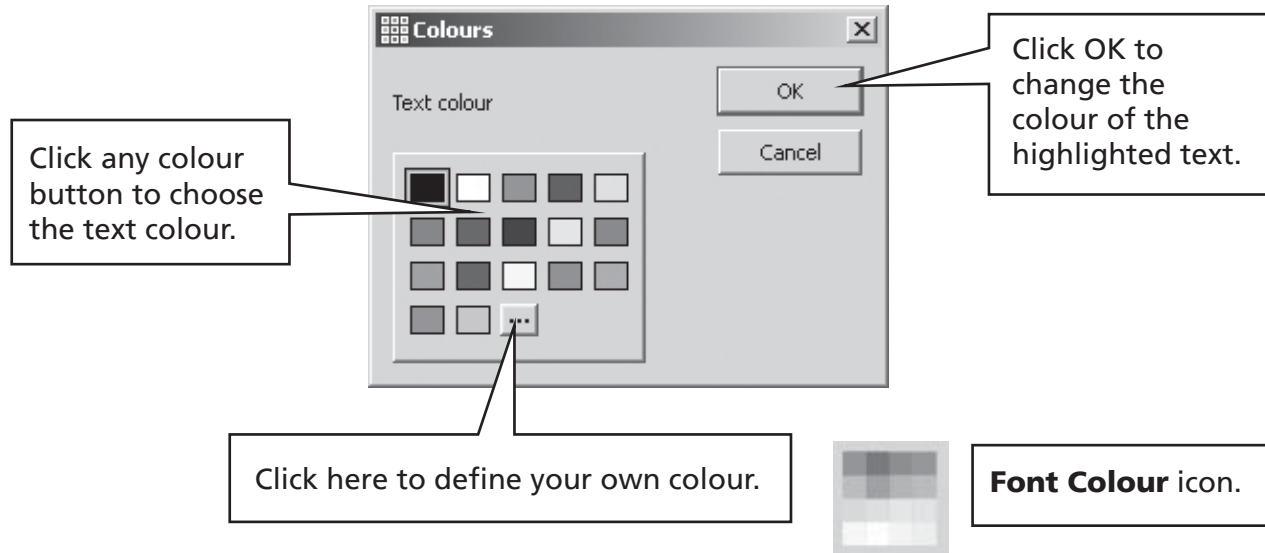
A3.12 Line colour of symbols

You can change the line colour of symbols. This is most useful with monochrome symbols to assist with visual impairment.

From the **Symbols** menu select **Line colour...** The dialog will only appear if you have the cursor visible as otherwise there is nothing to apply the changes to.

Click any colour button to choose the line colour.

Click OK to change the line colour of the current symbol, or the ones highlighted.

Click here to define your own colour.
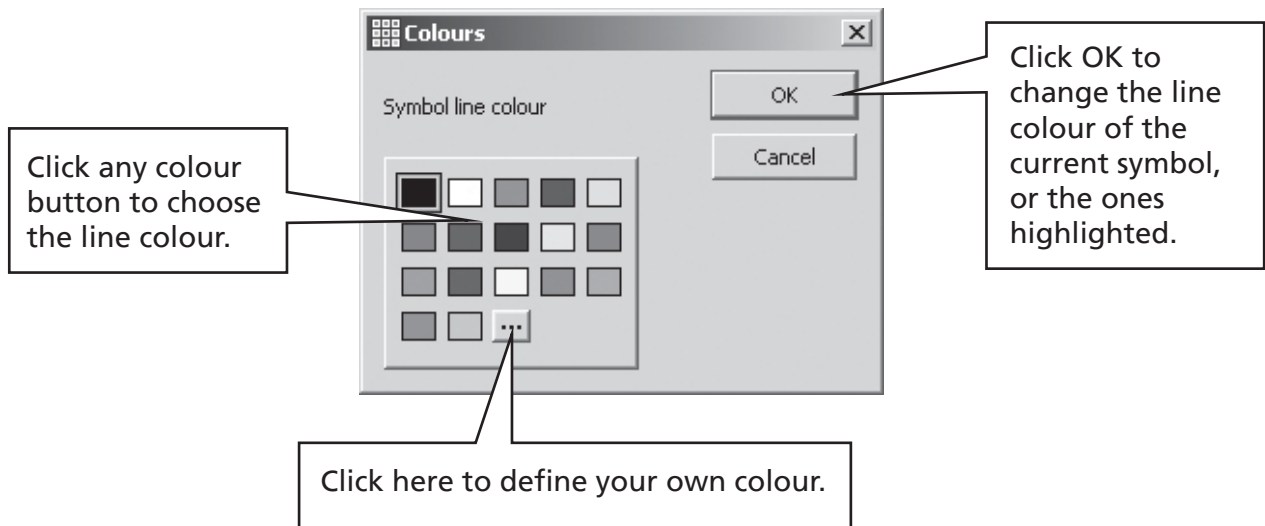
You may want to change the paper colour to give a good contrast with the symbol line colour. This is especially useful for enhancing the access to readers with a visual difficulty.

The paper colour can be set from the **Page Set-up**, under the **File** menu (see section A6.4 Page set-up, margins and paper colour p36)

A4. Writing in text

A4.1 Writing in text

To write a paragraph in text without symbols, press the **F10** key before starting to write in that paragraph. Alternatively if the **text/symbol** button is on a toolbar, then you can use that instead.

Now type and you will see no symbols in the paragraph. Also there will be no space for symbols. (You can, however, switch symbols back on for any word - See section A4.3 Mixing symbol and text writing).

A4.2 Seeing the meaning – the symbol chooser

Students who do not need full symbol support may benefit from seeing the meanings of words illustrated either as they write, or by later clicking in a word.

Click in "voltage" and see a symbol that provides a reminder of the meaning.

Into a blank document type "Voltage is the electrical "push" trying to send the current round the circuit".

Voltage is the electrical "push" trying to send the current round the circuit

Click in "current" and see a symbol that provides a reminder of the meaning.

Voltage is the electrical "push" trying to send the current round the circuit

A4.3 Mixing symbol and text writing

Sometimes you want to write largely in text and then switch on a few key symbols. Write your sentence in **text-mode**. Put the cursor in the words where you want symbols, and either press the **F10** key, or select the symbol from the **symbol chooser**.

> Text only, but click in a word to see the meaning.

> Symbolise an individual word by clicking on the option you want in the Symbol Chooser

> Start in text, then press the **F10** key to continue with symbols.

Work Experience

I went to work at the garden centre.

My first job was to sweep the paths.

Next I helped Mr Martin with the bags of soil and fertiliser.

> Start in symbols, then press the **F10** key to continue in text only. If you continue to type in text the next line will not leave space for symbols.

A4.4 Marking verbs and nouns

It is possible to colour the text for each noun in blue and each verb in red. This works on a paragraph by paragraph basis. From the **Text** menu select **Show parts of speech**. You can then choose to mark the **Nouns**, mark the **Verbs**, or **Remove marks** so setting all text colour to black.

You can also put these actions in a grid cell. The way of adding actions is described in p54. These actions are listed under the **Part of speech markings** heading in the **Edit cell actions** dialog box.

A5. Putting in pictures

A5.1 Adding pictures – the graphics browser

The **graphics browser** enables you to browse through any pictures on your hard disk and some other network places.

Use this tab to show the **graphics browser**.

Click here to move up a directory.

Click once on a directory to see the contents.

Note:

You can change the size of the thumbnails displayed in the Graphics Browser panel either from the View menu - Thumbnail Sizes. Alternatively you can set this more permenantly from Preferences, under the Tools menu (See Reference sheet 6)

Click here to see the images in the **My Pictures** folder.

This button accesses the Widgit Pictures (supplied), and when selected they are shown in the window.

This button accesses pictures in an area that all users can access.

Use the browser to navigate to a picture you want to add. Below we went to the photos folder and typed the text shown in the document.

Select this icon to put in a loose picture.

Select this icon to replace a symbol with a picture. See p15.

Select the picture you want to add, and then click in the paragraph where you want it to go.

If you make a mistake and pick up the wrong graphic you can get rid of it with a right button click.

The graphic will be dropped to the left, centre or right of the screen, depending where you click, and the text will wrap around the picture. The next section shows you how to change which side the text wraps when the picture is in the centre.

You can change the size of the image, and you can also easily put it in a paragraph of its own.

Click on the picture and use one of the lower corner points to drag to the size you want.

To put the squirrel in a paragraph of its own, put the cursor before the first letter, i.e. before the T of "There", and press the **Enter** key.

You could also do this by pressing the Enter key to make an empty paragraph before dropping the picture into it.

To set the default size for a dropped in graphic select **Symbol size** from the **Symbols** menu.

A5.2 Aligning
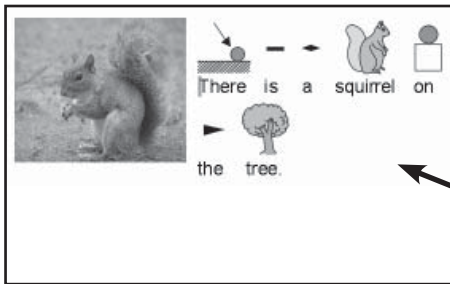
Graphics can be aligned within a paragraph to the left, centre or to the right using the icons shown.
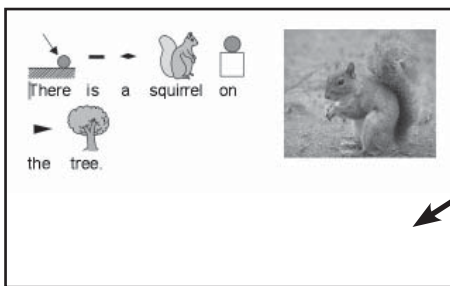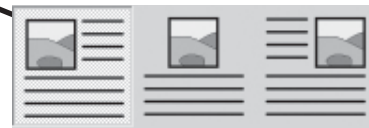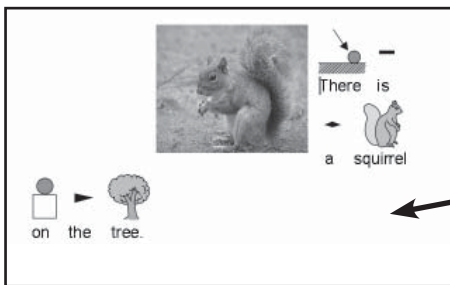
When the graphic is centred, you can also select whether the text wraps to the left or right of the picture. From the **Text** menu select **Paragraph...**, and then click on the **Graphics** tab.
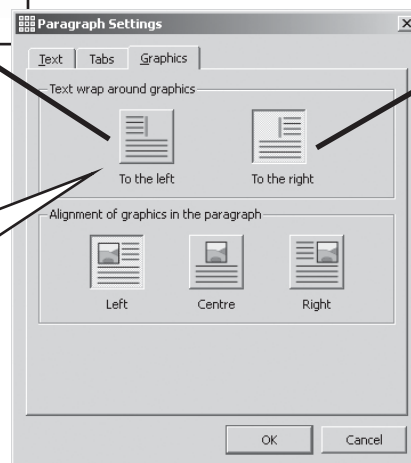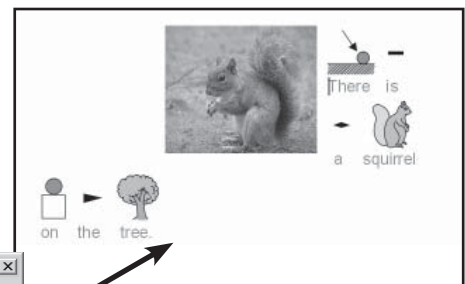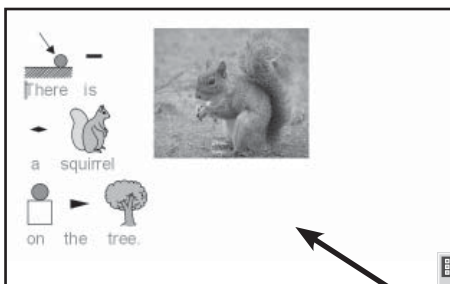
Click on the **text wrap** icon to produce the effect that you want.

A5.3 Finding symbols

You may want to find a symbol to use in a document, either to replace another symbol, or to put as a separate image in a paragraph.

Click on the **Symbol** tab on the right hand side to bring the **Symbol Chooser** to the front. At the bottom you see:

> 1. Type the text for the symbol here.

Find Symbol

> 2. Then click on **Find Symbol**.
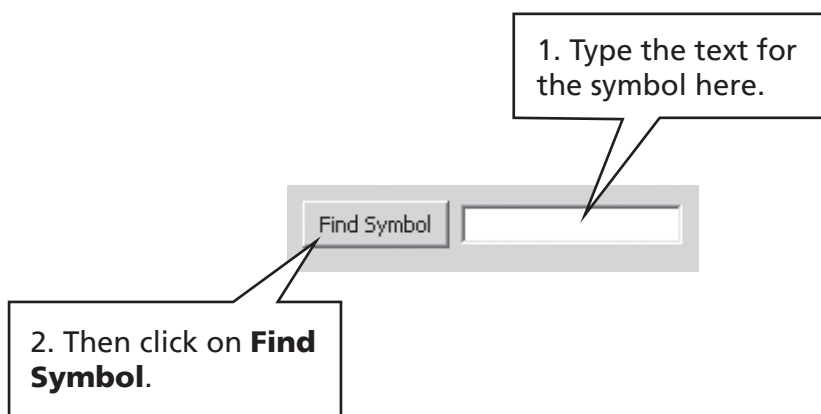
This is also a useful way to 'brainstorm' the symbols available so as to find one that might be suitable for a particular word

A5.4 Storing your own pictures

Pictures which are personal to you will probably be stored in the **My Pictures** subfolder of **My Documents**. On the **graphic browser** there is a button – **My Pictures** - which is automatically set to browse to this location.

You may also want to share pictures with other teachers. In this case, **My Pictures** will not do, as you will only see pictures here with your own computer log-on. Shared pictures should be placed in an area that can be seen and shared by all users of the machine. Such a location is within the **All Users** area of **Documents and Settings**. By default, SymWriter will use: **C:\Documents and Settings\All Users\Documents\Shared Pictures**.

If you want to change the location of either of these areas, then you can do so as described in Reference sheet 6.

It is likely that any such changes will need to be discussed with your network manager or IT technician.

A6. Screen layouts

A6.1 Page presentation

There are three ways to display the pages in a document.
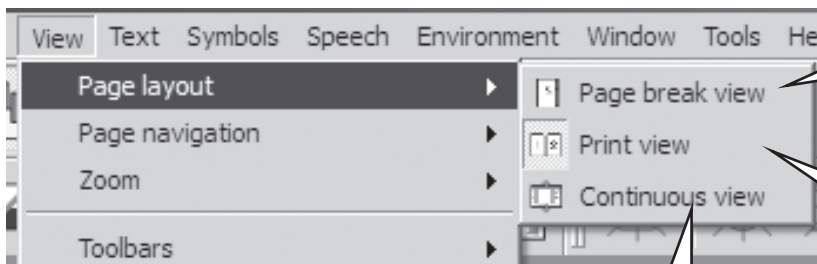
Page break view
Shows the pages vertically under one another with a clear division between them.

Print view
Shows one page at a time. Pages can be 'turned' forwards and backwards.

Choose the display that suits what you want to do.

Continuous view
The document is seen as one long document without breaks.

A6.2 Zooming
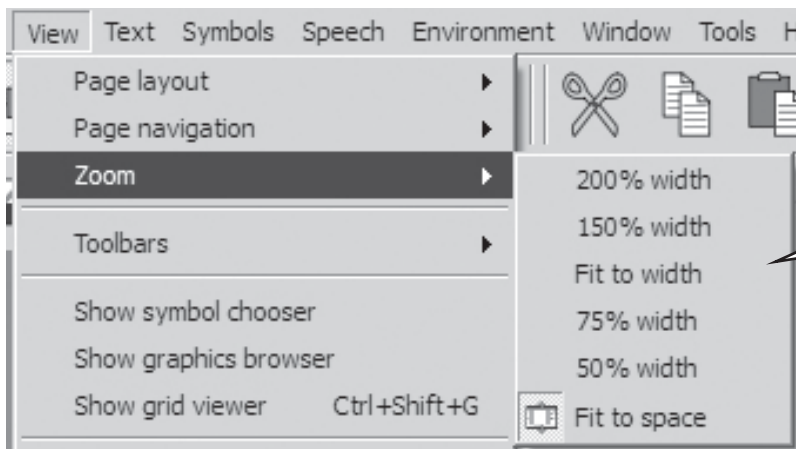
Choose the zoom level that fits. **Fit to width** makes sure that the width of the document fills the available space. **Fit to space** makes a page size fit entirely.

A6.3 Page Navigation

Operates in Print View only.
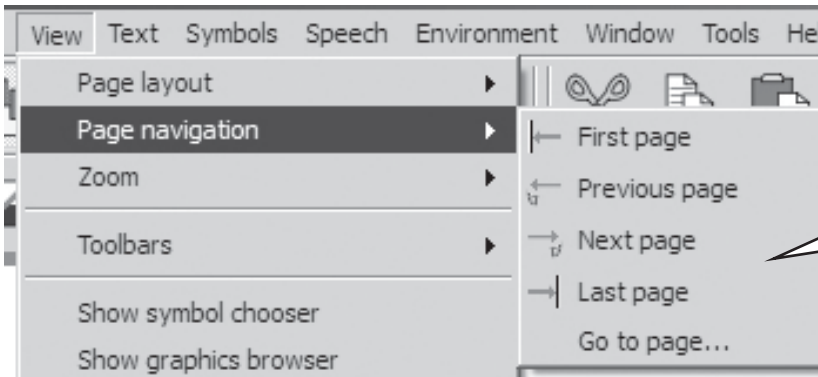
Use these items to navigate the pages. These items can also be placed on toolbars. See Reference sheet 6 p7

A6.4 Page set-up, margins and paper colour

You can set the paper shape to match the paper type that you use and the orientation that best fits your screen layout. From the **File** menu choose **Page setup...**

Set the paper margins, (in mm if you are using A4 paper to print).

Choose your paper shape/size.

Choose the orientation.

Set the background colour.
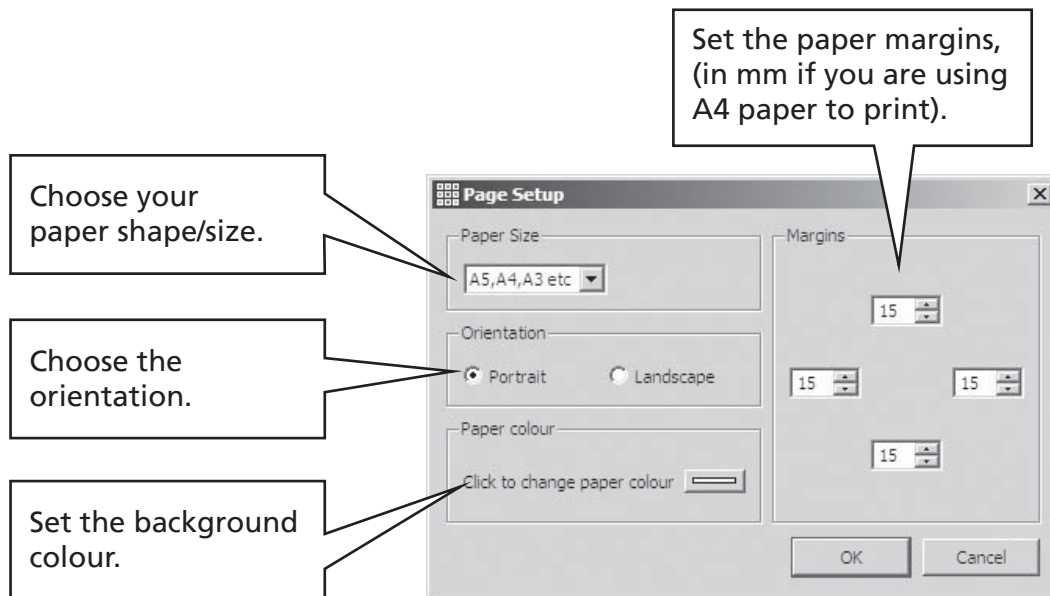
To set defaults see Reference sheet 6.

A7. Saving and opening documents

The distinction between documents and environments is described in p49. In this section we are only concerned with the writing document area. The usual icons are available on the **File** menu and on toolbars for **Open...**, **Save** and **Save As.**

Documents are saved in the My Documents area for the currently logged-on user.

A7.1 Auto-saving

You can choose to auto-save your document or environment periodically. If you are in write-mode then auto-save will save the document. If you are in design-mode then the environment will be saved.

Should anything go wrong with your computer or work, then when you next run the program you will be asked if you want to load the last saved version.

If you say "no" at this time then this last saved version is deleted immediately.
If you say "yes" then the last saved version is loaded and then deleted. You should then go to **Save As...** and re-save your work with a name you choose.

The auto-saving is a back-up and should not deter you from saving your work regularly under its proper name.

You can set the times between such saves. The saving of complex environments or documents with large graphic files takes a few moments so it is advisable not to make this too frequent. The time can be set from the **Tools** menu, then select **Preferences**, then click on the **System** tab.

A8. Printing

If you have a continuous document and want to see the page breaks, then switch to **Page break view**, or **Print View** as described in section A6.1 Page presentation p35.

To print, go to the **File** menu and select **Print**… or select the **print** icon from the toolbar.

If your page has been set up to be portrait then the printer will automatically be set up to print that way, similarly if your paper is landscape. If you deliberately set the printer shape to be different from your document then the program will scale and centre the document to produce the best fit.

A9. Speech

A9.1 Speech on demand

Click here to hear the current sentence spoken. Click again to hear the next sentence, and so on.
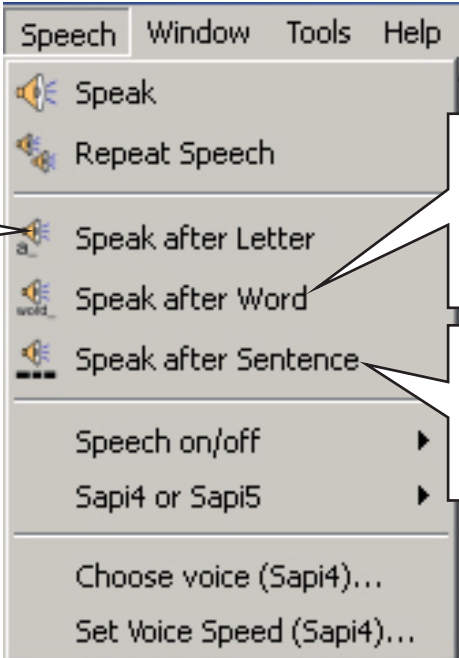
If you mis-hear any speech, click here for it to be repeated.

A9.2 Auto speech

You can get speech feedback as you write. Use the **Speech** menu to choose what you require.

Select this to hear each letter spoken after it is typed.

Click this to hear each word spoken after it is typed. This is currently selected.

Click this to hear each sentence spoken after it is typed.

In the menu shown only one option is selected. But you can select any of the three options together.

A9.3 Voice selection

In Windows there are two types of voice to choose from called <u>Sapi4</u> and <u>Sapi5</u>. You may not have a <u>Sapi5</u> voice on your machine. If so then the menu will not allow it to be selected.

A <u>Sapi5</u> voice is chosen using the Windows Control Panel.

To set this Sapi5 type of speech to use in SymWriter from the **Speech** menu select **Sapi4** or **Sapi5**, and then **Use Sapi5**.

If you choose **Sapi4** you can also choose which Sapi4 voice to use, and the speed of that voice.
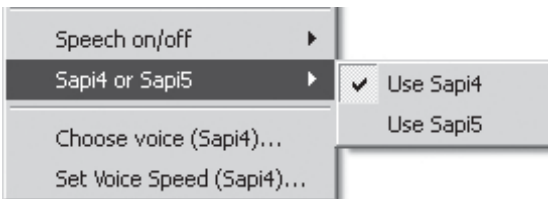
A9.4 Setting Sapi4 voices

Select this to enable you to change the speed of the **Sapi4** voice.

Select this to get a list of the **Sapi4** voices on your machine, and choose the one you want.

Use the slider to change the speed.
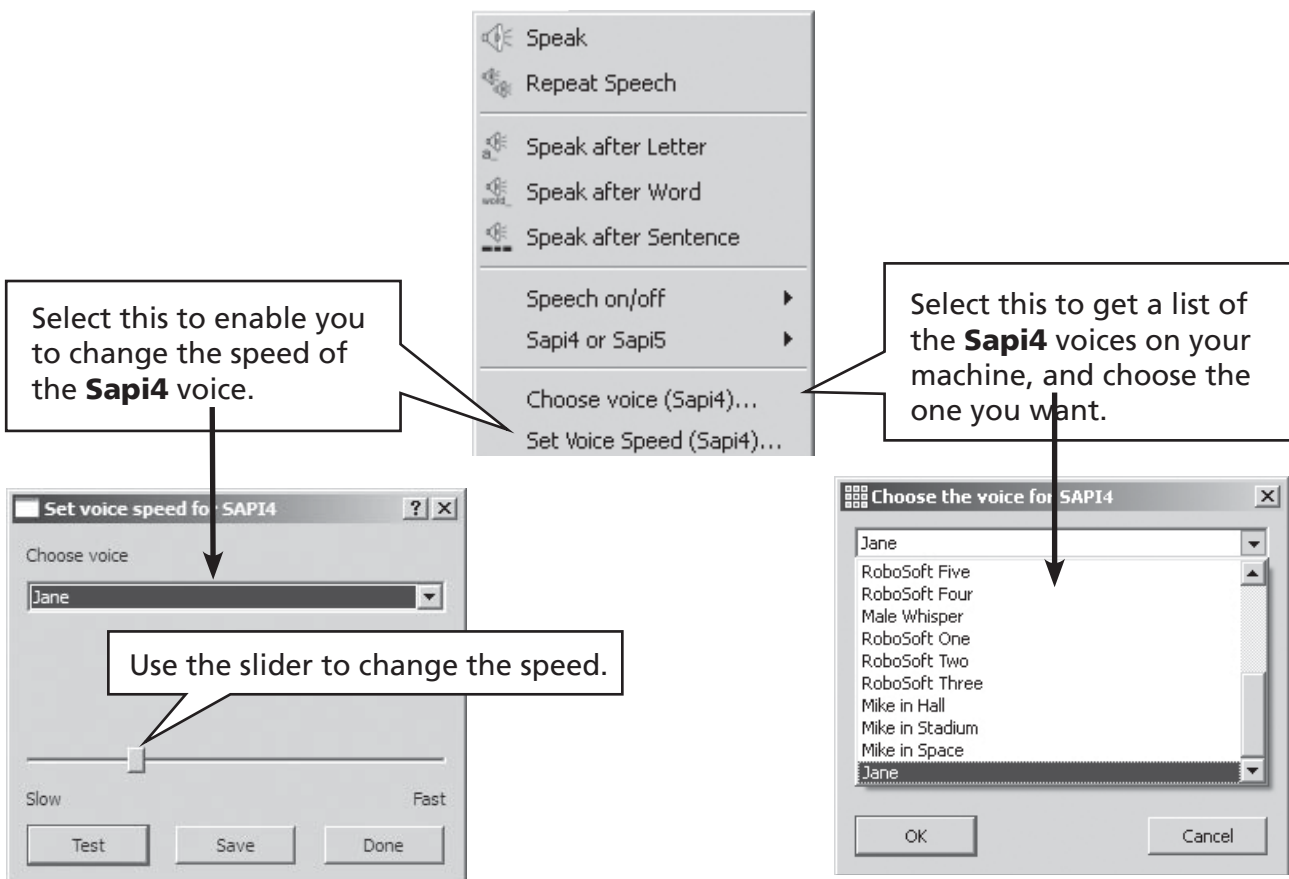
A10. Spelling

A10.1 Marking errors

You can choose whether to show spelling errors or not. Simply go to the **Text** menu and click on **Check spelling**. When there is a tick by this menu item mistakes will be shown by a pink rectangle behind a misspelled word.

A10.2 Using the simple checker

To see suggestions for a spelling error, click with the right mouse button on the word. After a short pause you will see a list of suggested words illustrated by symbols where possible.

Select the correct word from the list.

Click here if you want the program *not* to mark this word as a mistake.
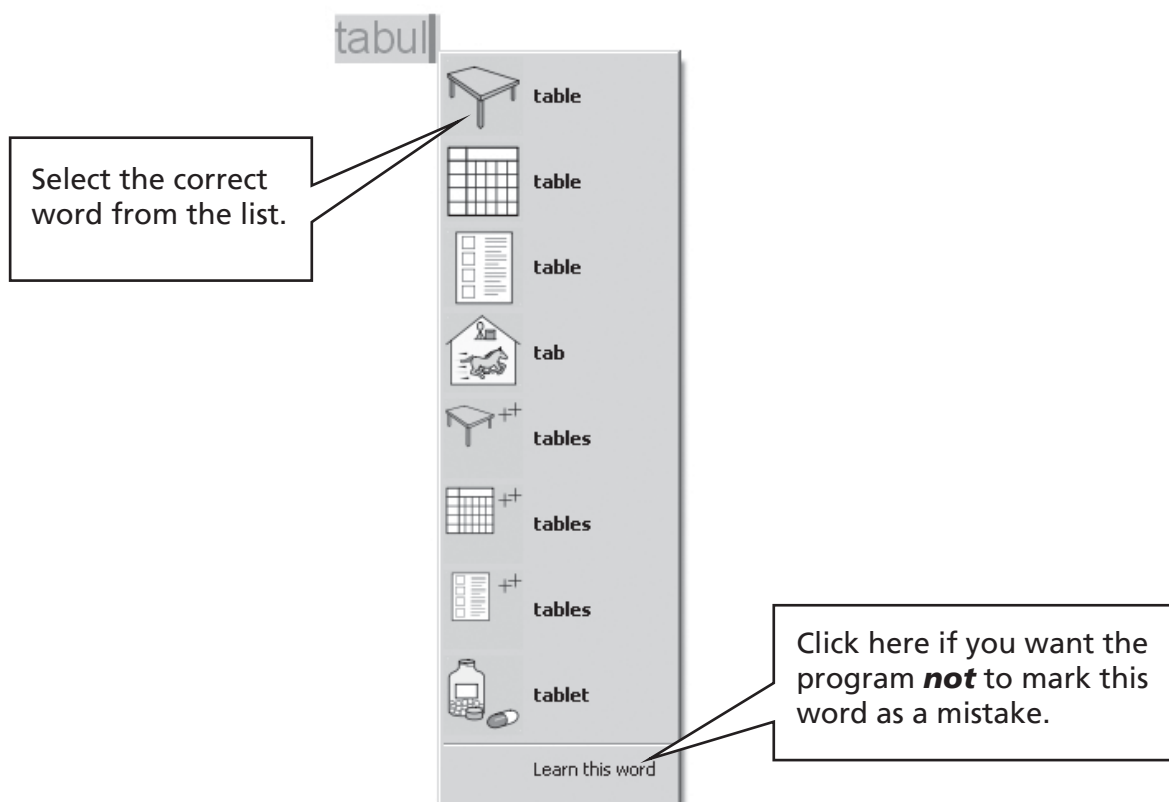
A10.3 Using the full checker

A more interactive spell checker is provided for students using the program. Select **Check spelling** from the **Text menu,** or you can click on the spelling icon if it is shown in the toolbar set you are using.

The program will go through the document producing the following box.

1. Click on a word to try.

Spelling Suggestions

Unknown Word: tabul

table

table

table

tab

tables

tables

tables

tablet

tablet

2. Click to hear the selected word.

Word to try:

3. Click to see the selected word in the document.

If the selection is not the one you want, click here to put the original word back.

Try

Try the new word

Hear the sentence

Back to original word

Go to next mistake

4. Click to hear the sentence containing the selected word.

When OK click here to review the next mistake.

Learn the new word

Close speller

Click here if you want the program *not* to mark this word as a mistake.

Click here when you have finished with the **spell checker**.

A10.4 Deleting extra 'correct' words

Sometimes a word may be accidentally marked as correct when it is not and so added to the list of correct words. You can delete items from the list of additional words that have been added. From the **Text** menu select **Edit dictionary…**

This shows a list of entries that have been added as 'correct'.

Select an item that has been added in error.

If there are many entries, you can type in this box to help find the one you want.

Click on **Delete** to remove the entry.

Click here when you have finished removing entries.
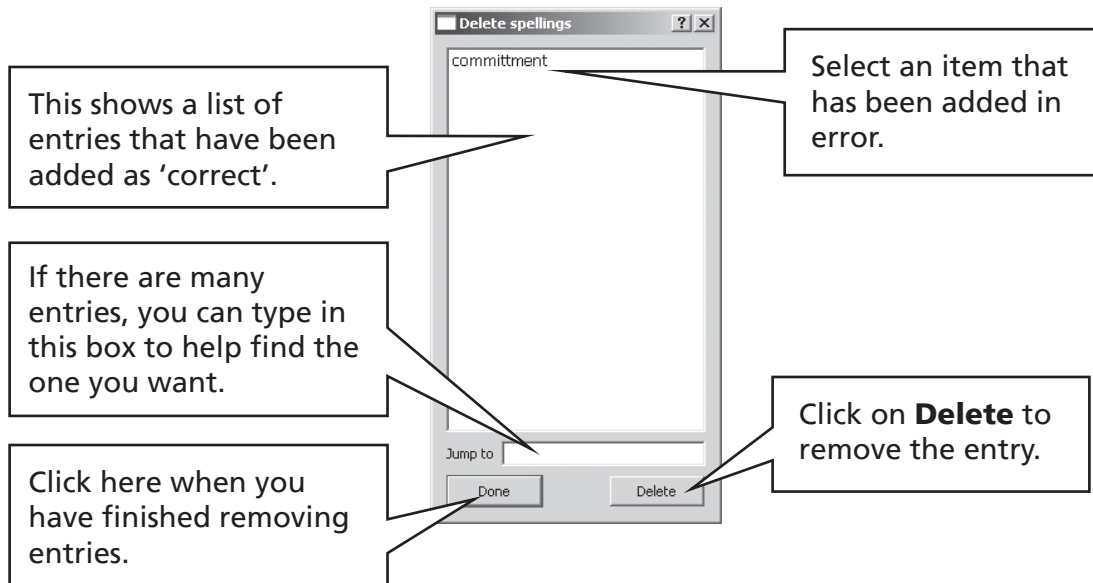
A10.5 Adding extra spelling suggestions

It is possible to offer suggestions for words that are commonly misspelled. For some predictable spellings, the spell checker cannot make a sensible suggestion. "Muvver" for "mother" is an example. To add suggestions for such spelling, from the **Text** menu select **Edit spelling suggestions….**

Type the misspelled word.

This will put your new suggestion in the list.

Enter any suggestions for this word separated by a comma.

Type in here to help find an entry.

Click here when you are finished.

Click here to delete an entry.

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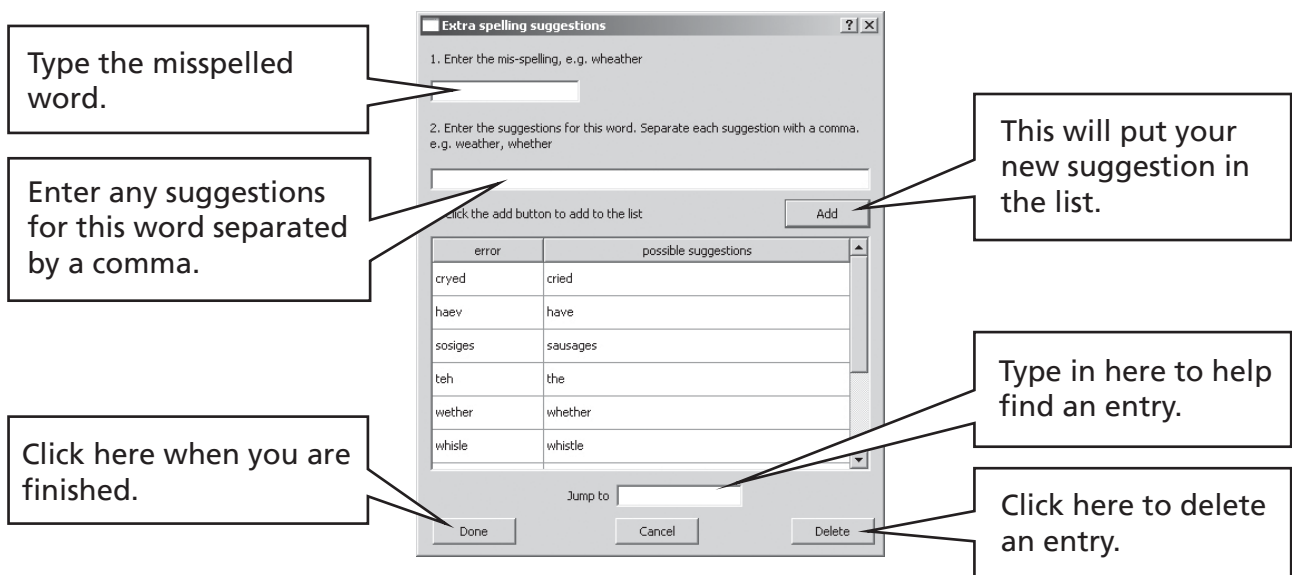
A11. More advanced features

A11.1 Wordlists

In SymWriter, you can personalise the vocabulary by renaming an existing graphic, using F11, or by adding a different graphic to a word. These changes can be saved to a wordlist for future use.

A wordlist is a file that can link extra words to images that the symboliser does not produce on its own. These are usually for specialised personal vocabulary, but can also provide vocabulary for a specific topic.

There are three types of wordlist:
(a) Symbol Set wordlist
     A Symbol Set wordlist is a large wordlist that is either supplied by a third party symbol publisher, or it may be a large wordlist that you have created and wish to use instead of the smart symboliser, such as from Communicate: In Print.

     Symbol Set wordlist are not saved with a document. If you want to share a document that uses a Symbol Set wordlist then you will need to manually share this wordlist file.

(b) Topic wordlists
     A topic wordlist normally relates to a specific topic or purpose and supplements the standard symbolisation, and so these lists are normally short.

     Topic wordlists are stored in a shared area and are available to anyone who uses that computer. A topic wordlist includes any graphics in the list that are not part of the Widgit area and the list is saved with the document that uses it. This means that when passing documents from one machine to another you do not need to worry about any non-standard items that may be included.

(c) User wordlist.
     This is a set of wordlist changes that are personal to the currently logged-on user. This list is automatically loaded when the program opens.

A11.2 Choosing how to symbolise

Usually you will want to use smart symbolisation plus any topic wordlists you choose. There may be times when you want to use a traditional type of wordlist that does not use the smart symbolisation, third party wordlist, or to limit the number of words symbolised, or to use a completely different set of symbols.

To choose the level of symbolisation select **Symbolisation** from the **Symbols** menu, and then select **Use smart symbolisation** or **Use wordlists only**,

You can use additional topic wordlists with either smart or non-smart symbolisation. Topic wordlist will have priority over the other types of symbolisation.

Symbolisation	▶	✔ Use smart symbolisation
Wordlists	▶	Use wordlists only
Smart symbol set	▶	
Languages	▶	
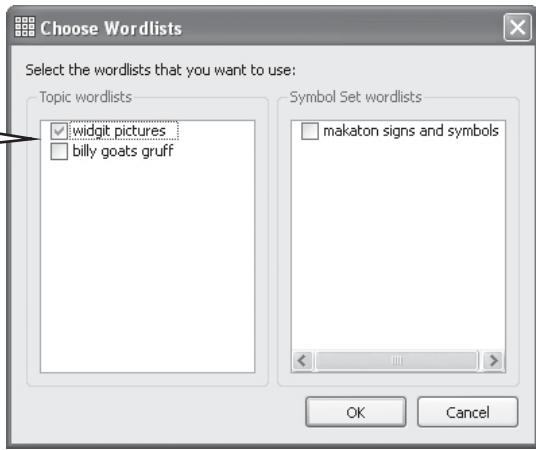
There is more detailed information on wordlist and how they may be edited on the website at www.widgit.com/symwritersupport

A11.3 Loading a wordlist

To load a wordlist, select the **Symbols** menu then **Wordlists** and **Choose wordlists...** This will display all of the wordlists available to SymWriter.

You can choose to load **Topic Wordlists** and/or **Symbol Set wordlists**.

You can select one or more wordlists from those listed.

Then click **OK**.

Choose Wordlists

Select the wordlists that you want to use:

Topic wordlists
- ☑ widgit pictures
- ☐ billy goats gruff

Symbol Set wordlists
- ☐ makaton signs and symbols

OK   Cancel

These example lists are not included with the program.

You may open more than one list at a time. Open the **choose wordlists** box at any time to see which lists are currently loaded.

If you wish to use other wordlists, for example from Communicate: In Print, those wordlists (with file extension .cwl) need to be copied into the Symbol Set Wordlist folder (Appendix 1 Location of files p87).

There is more information and utilities for managing wordlists at www.widgit.com/symwritersupport
If you are connected to the internet you can click the weblink button on the launcher to go directly to that location.

A 11.4 Setting default wordlists

You can choose to set a default wordlist so that these lists are automatically opened when the program is launched. This is done from the **Symbol Source** dialog, under **Preferences**. See Reference sheet 6.

A11.5 Creating an empty topic wordlist

You may want to create an empty topic wordlist ready to add items. To make a new wordlist, from the **Symbols** menu select **Wordlists** and then **New topic wordlist**. You will get a small dialog box where you can enter the name of your wordlist. Then click **Create wordlist**. A wordlist created in this way is not automatically loaded when it is created.

A11.6 Saving symbol changes

Any symbol changes or added graphics that are not part of the Widgit resources are saved with the document. There is no need to save symbol changes unless you wish to have these extra words available for creating other documents. You can, however save any word/symbol changes to a wordlist for future use if you wish.

From the **Symbols** menu, select **Wordlists** and **Save Wordlist changes...**

If you want to create a new wordlist for the entries, type the name in the box, then click **Make new wordlist.**

Click on the word you wish to add - the image is shown bottom right.

Choose the wordlist to which you want to add the new entries.

Then click **Add** to add the highlighted entries in the left column. Or click **Add All** to add the whole list.
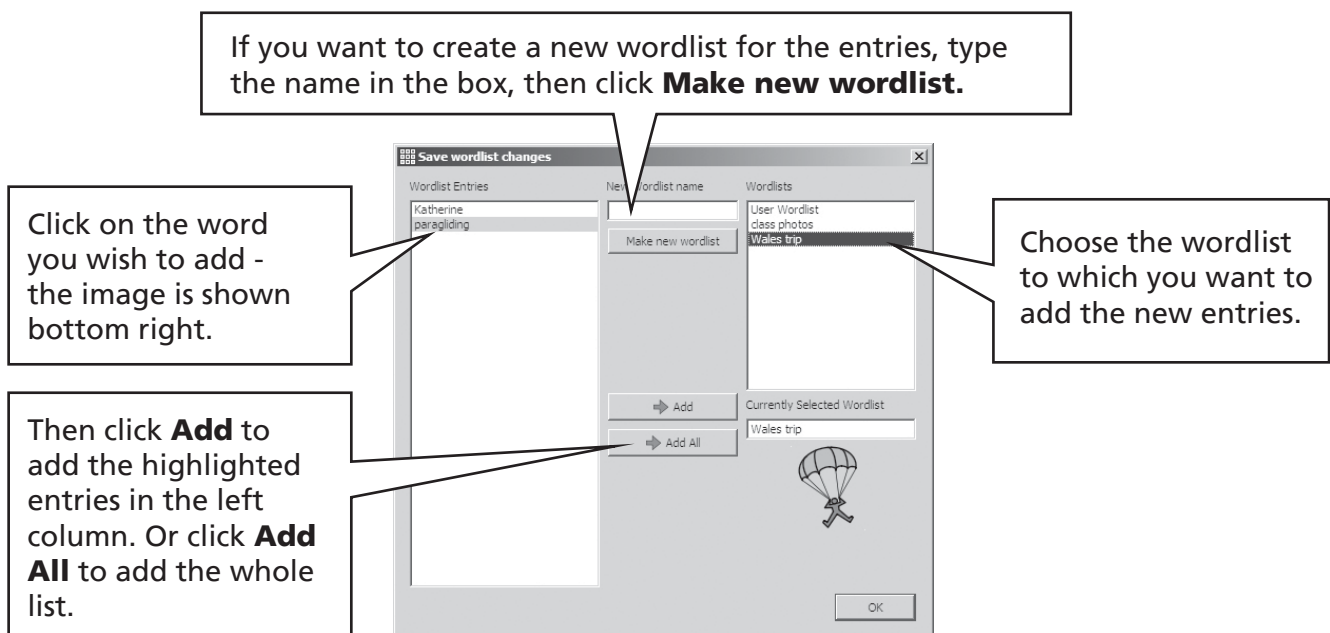
You can only change your symbol changes to a Topic wordlist. You cannot add changes to Symbol Set wordlists, as these lists maybe shared on different machines.

You can create a new topic wordlist from the **Save wordlist changes** dialog. That list is automatically loaded with the current document alongside any other lists already open.

TIP: Creating a Topic Wordlist
The simplest way to create a specific topic wordlist is to create it in a new document and then save the changes to this list. For example, to make a Topic wordlist with photographs for all of the students in a group, type their names into the document and add the photographs to each name. Now go to **Save Wordlist changes**, create a new wordlist, and **Add All** to this list.

A11.7 Transferring wordlists and graphics

Transferring wordlists and personal graphics from one machine to another

(a) Symbol Set wordlists
Symbol Set wordlists are not saved with SymWriter files so you will need to manually share these files with other machines. The Symbol Set wordlists must be placed in the following directory: "Documents and Settings\All Users\Application Data\Widgit\Common Files\Symbol Set wordlists". *On Windows Vista Documents and Settings is replaced by '\Users'.*

NB: You must share the wordlist with the extension .cfwl NOT the .cwl file.
See helpsheet symbol_set_wordlists.pdf from the help menu for more information.

(b) Topic wordlists
Once you have used at least one word from a Topic wordlist that wordlist is linked to that document and will be saved with the document.

Topic wordlists that have been saved with the document are automatically transferred to the new machine. If such a wordlist is already on the new machine, the two lists are merged.

If the topic wordlist includes new graphics that are not part of the Widgit area, then these graphics are included as part of the wordlist. This means that you will not normally have to think about transferring any additional items along with a document (or environment). However, if your wordlist includes a lot of large images, such as photographs, then the document file can get quite large. It is advisable, therefore, to keep topic wordlists to small specifically focused content.

(c) User wordlists
Any specific items from the user wordlist is saved in the document, so any personal photos used in that document are available on a new machine if the document is transferred. However, no other items from the user's personal list are included.

The user list is designed specifically for the personal user. If you want to make any symbol/word changes available to other users, then these should be saved to a Topic wordlist and not to the User list.

Note: if you need to copy this User list to another machine, this list is stored in **Documents and Settings\[User]\Application Data\Widgit\Common Files.**

NOTE: Graphic file size for images used in wordlists

Photographs that are attached to words in a document are physically quite small on the paper and so the files really do not need to have very high resolution. In order to keep the file size to sensible proportions, it is a good idea to reduce the file size of the images before you link them into a document or wordlist. You can do this in your camera imaging software.

Wordlists that reference graphics that are part of the Widgit system are not included in the document, and so these wordlists remain quite small, even with fairly large numbers of entries.

B. Writing with grids

The purpose of grids is to assist students to write by giving pre-defined content. The writing window for the Document, together with grids and other tools to assist writing, is called the Environment. So creating grids is an important part of making the total environment for writing. The illustration below shows the main designer with a complex environment. The key terms are:

Stage
A stage is an area of the screen that can hold grids, trays, buttons and text boxes.

Button
A button is like a single cell that can be placed in a tray or directly onto a stage.

Text-mode
This is used for writing text into grid cells.

Arrow-mode
This is used for most other purposes, for example resizing, linking, editing appearance and moving.
Switch between arrow and text-mode by pressing the key **F2**.

Grid
A grid is a regular array of cells. Cells can be merged in a grid to make it semi-regular.

Tray
A Tray is a free-form area where graphics and text boxes may be positioned freely. A tray may also have a graphic as a background.

Cell
A cell is a single entity within a grid. Usually a cell has a border and is used to contain text and symbols.

Command Graphic
This is a graphic without a word attached, but which can be sent to the document either with some pre-defined text attached, or as a loose graphic for illustration.

Section B1 gives examples of environments to provide you with an overview of the possibilities.
Section B2 deals with Getting started, making and editing environments.

B1. Examples of what you can do

This section shows some finished examples to help provide an overview of types of environment and the grids they contain. Also on your CD are some step-by-step instructions for making some examples based around the theme of holidays. Later sections will describe how such activities are created.

B1.1 Example files

Simple writing grid with symbols
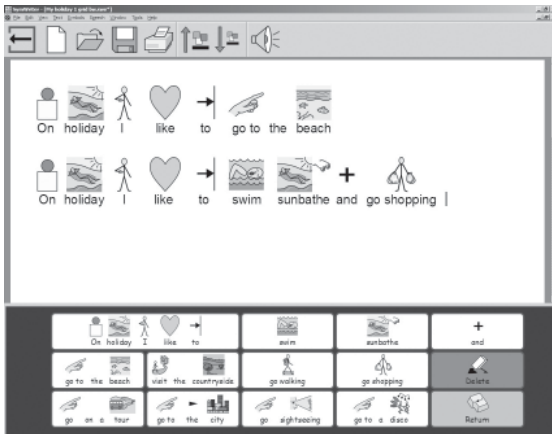
A single grid provides a basic vocabulary for writing about a simple topic. The contents of each of the main cells is sent to the document when it is clicked.

In this grid there are two cells that have actions instead of vocabulary. The Delete cell deletes the previous word, and the Return cell sends a paragraph return.

A sequential series of grids
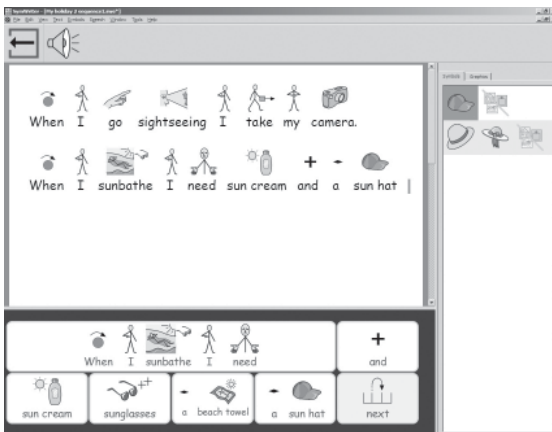
This environment is for structured writing. It has a number of grids that are linked sequentially, using the "next" cell.

Linked grids with a menu
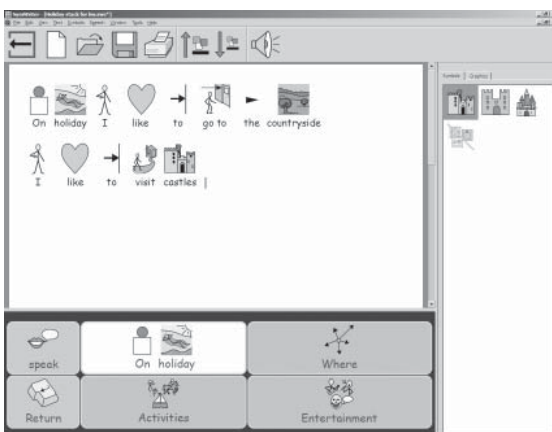
This activity has a menu grid with three cells that link to secondary grids to give increased vocabulary. The secondary grids in this environment each have a cell that links back to the menu.

Text grids

This environment is to stimulate creative writing. It has a set of 3 grids with a separate menu. Two of the grids have words and the third has a number of pictures that can easily be added to illustrate writing.

Free form layout with pictures

This environment has pictures without words, but when these pictures are selected, they are added to the document with pre-defined text.

This environment is for a tray holding a number of individual text boxes. If the picture in the centre is chosen it will be sent to the left of the writing. The small grid on the right gives punctuation.

The next section describes how grids and environments are made.

B2. Making environments.

The next four sections are a series of getting started guide that will take you through the essential features in making environments.

More detail and more advanced features can be found in the reference sheets R1 to R6 which will be found as PDF documents under the help menu in SymWriter.

B2.1 Making a single grid for writing

Single grids can be used for writing very short sentences on a specific topic.

In this example, we will create an environment with a single grid to write sentences about things that you might like to do while on holiday. See p50

This environment includes:

- A single grid with all the required content for writing the sentence.
- An "and" cell to link items in the sentence.
- A "Delete" action cell to delete the last word.
- A "Return" action cell to begin a new line for a new sentence.

1. Starting in the Environment Designer

When you first start using SymWriter, you will see the program launcher. The launcher is a quick and easy way to navigate the different options in SymWriter.

To return to the launcher at any time, click the launcher button on the main toolbar or select **Return to launcher** from the **File** menu.

In the launcher, click the **Design Environment** button.
This will start the program with the toolbars necessary to create environments.

2. Choosing a layout

After clicking the **Design Environment** button, you will be presented with the **Environment Designer** dialog. Here you can load an existing environment, create a new environment from a template or select the stage(s) required for a new environment.

A stage is an area of the screen where you can put grids for students to use. In this example, we will create a single stage at the bottom of the screen. To create the stage, click on the bottom stage in the **Environment Designer** dialog. The stage will change colour to show that it has been selected.

Click the **Continue** button to close the **Environment Designer** dialog and start working with your new environment.
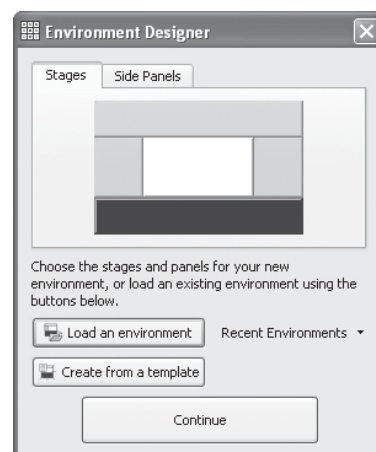
You should now see a blank environment with a single dark-blue stage at the bottom of the screen.

HINT:
You can adjust the size of the stage by dragging the bar dividing the stage from the document.

Document

Stage
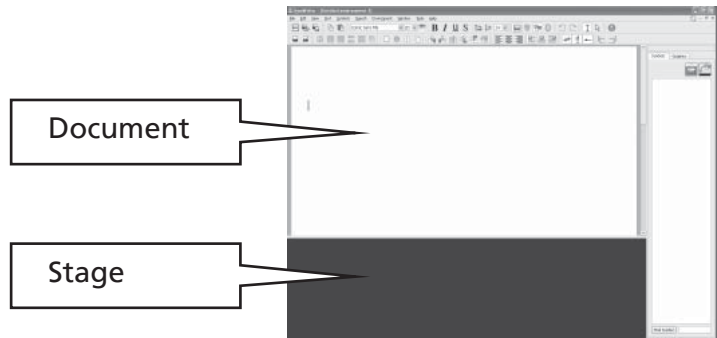
3. Adding a grid
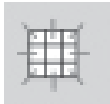
Click the **New Grid** button on the toolbar to create a new grid.

The **Create Grid** dialog will appear. You can use this dialog to set the properties of your new grid.
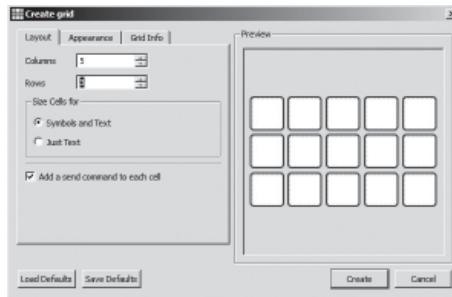
Select 5 columns and 3 rows. In the **Size Cells for** option, make sure that **Symbols and text** is selected. Click the Create button.

When you click **Create**, the **Create Grid** dialog will disappear and a small preview of your new grid will be attached to the mouse pointer.

Move the mouse over the stage and click once to "drop" the grid onto the stage. It will expand vertically to fill the available space.

Use the blue handles around the edge of the grid to resize the grid to fit the stage. If you cannot see the blue handles, click once anywhere on the grid to select it.
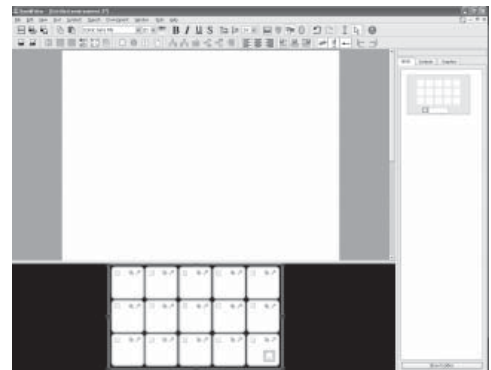
4. Merging cells

For the first part of the sentence, we are going to need a larger cell. We can create a new, larger cell by merging two existing cells.

Select the first two cells on the first row of the grid by clicking in one of the cells and dragging into the other. Alternatively, press the 'Ctrl' key while clicking in each cell.
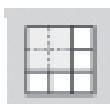
With these cells highlighted, click the **Merge Cells** button on the toolbar.
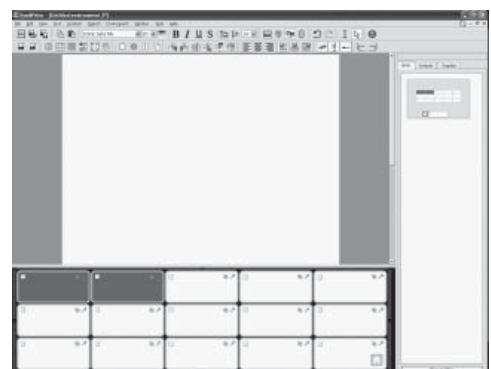
5. Writing in cells

You are currently in <u>arrow mode</u>, where you can manipulate grids and objects. To write in a cell, you will need to change to <u>text mode</u>. Use the buttons on the toolbar or press 'F2' to toggle between the two modes.

Fill in the grid with the following text. The symbols will appear above the text as you type. When you've finished writing in a cell, **press the space bar** before moving to the next cell. This tells the program that you have finished typing the last word in the cell so that it can give the word a symbol.

On holiday I like to	swim	sunbathe	and
go to the beach	visit the countryside	go walking	go shopping	Delete
go on a tour	go to the city	go sightseeing	go to a disco	Return

You may wish to turn off the symbols for some of the small words by pressing **F9**.

6. Saving the Environment

Click the **Save environment** button on the toolbar or select **Save environment** from the from the **File** Menu.
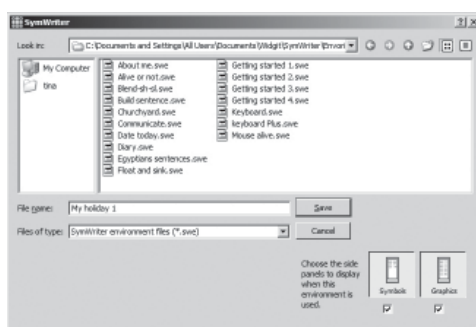
When you first save the environment, you can decide if the saved environment should display the symbol chooser and graphics browser panels.

For this environment, it would be more suitable to hide the side panels. Uncheck the boxes below the icons for these panels in the **Save environment** dialog.

Enter a file name for the environment ("My holiday 1") and click **Save**.

HINT:
It is a good idea to save your work regularly. Save your work with a different name if you want to be able to come back to a specific version of your environment later.

7. Adding the 'Delete' action

Now that we have the contents of our grid in place, it is time to add the <u>actions</u>. Actions can be added to cells to control the document, the environment and even the program.

You will need to use F2 or the toolbar icons to switch back to arrow mode.

Changing back to arrow mode will change the appearance of the grid. As well as the drag points for resizing the grid, you will notice that each of the cells contains three small icons.

This illustration shows the "Delete" cell in the last column of our grid.

Send cell contents
Indicates that the contents of the cell will be sent to the document when the cell is selected.

Cell Actions
Indicates that the cell has actions.

Link
When this icon is bold it indicates a link to another grid.
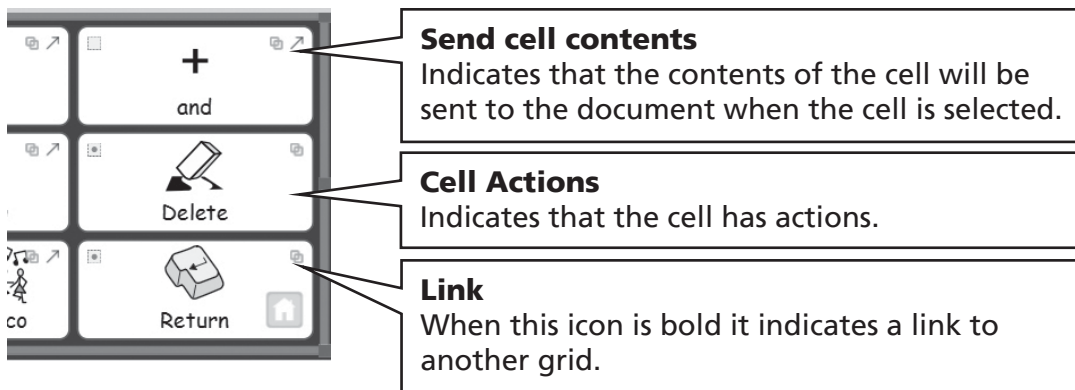
Click the **Cell Actions** icon in the "Delete" cell. The **Edit Cell actions** dialog will appear.
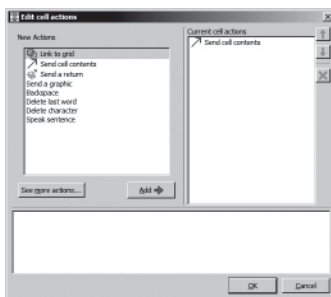
Send cell contents is a special action that is added to every cell by default. We do not want to send the text "Delete" to the document, so we will remove this action from the **Current Cell actions** list.

Select **Send cell contents** in the **Current Cell actions** list and click the **Remove** button to the right of the **Current Cell actions** list.

Select **Delete last word** from the **New Actions** list and click the **Add** button. **Delete last word** should now be in the **Current Cell actions** list.
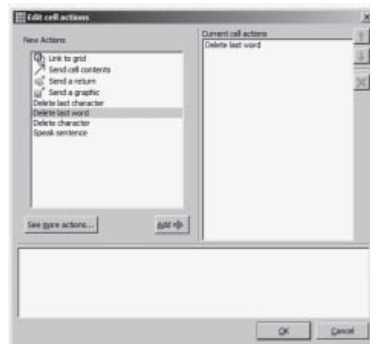
Click the **OK** button to exit the dialog. You will notice that the icons in the cell have changed.
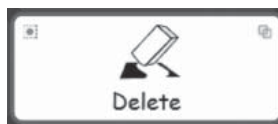
The **Send Cell Contents** icon is no longer there because we are not sending the contents of the cell. A small dot has appeared on the **Cell actions** icon; this is to indicate that there are actions assigned to that cell.

8. Adding the 'Return' action

Click the **Cell Actions** icon in the "Return" cell to bring up the actions dialog for that cell.

As before, remove **Send Cell Contents** from the **Current cell actions** list.
Select the action **Send a return** and click the **Add** button.

9. Colouring selected cells

Giving action cells a different background colour to writing cells helps users to tell them apart.

Click on the "Delete" cell to select it. Right-click to see the menu choices for the selected cell.
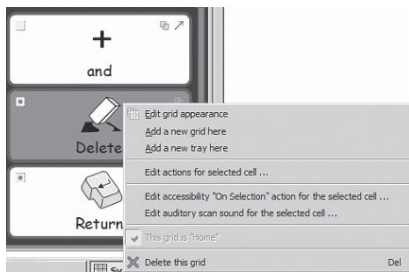
Select **Edit grid appearance**. The **Edit Grid** dialog will appear.

If you have selected a cell, only the selected cell(s) will be highlighted.
If you do not select specific cells, the whole grid will be highlighted for editing.

Click on the colour box to the right of the **Background** button and pick a new background colour for the "Delete" cell.

Give the "Return" cell a different background colour.

10. Saving the environment again

Select **Save Environment as…** from the from the **File** Menu. Enter a file name for the environment (eg "My holiday 2") and click **Save**.

A simple environment like this does not need the side panel with the symbol chooser and graphics browser. When you first saved the environment you were given the chance to show or hide these panels. You can change your mind at any time by changing the setting in the **View** menu or by selecting **Save Environment as…** from the **File** menu.

11. Testing your work

You are now ready to test your work. Click the **Play** button.

Try writing some sentences and using the action buttons. Click the **Edit** button to return to the Environment Designer.

Skills you have covered in this activity

- Understanding the parts of an environment
- Making a stage
- Creating a grid
- Writing in cells
- Merging cells
- Adding an action to a cell
- Colouring a cell background
- Saving an environment
- Switching between **Play** and **Edit** mode
- Choosing to show or hide the symbol chooser and graphics browser panels

B2.2 Sequence of grids for structured writing

A sequence of grids for structured writing

In this example, we will create an environment for building sentences through a structured set of vocabulary choices. The writer constructs a sentence from the contents of a grid, and then moves on to another grid for a new sentence. As each sentence is completed, the program reads it aloud.

This example assumes that you have already completed 'B2.1 Making a single grid for writing'.

This environment includes:

- A series of grids containing a sentence starter and cells with content for the sentence.
- An "and" cell on each grid to link items in the sentence.
- "Next" action cells to finish working with the current sentence and go on to the next grid.
- Action cells to read the current sentence aloud before moving to the next grid.
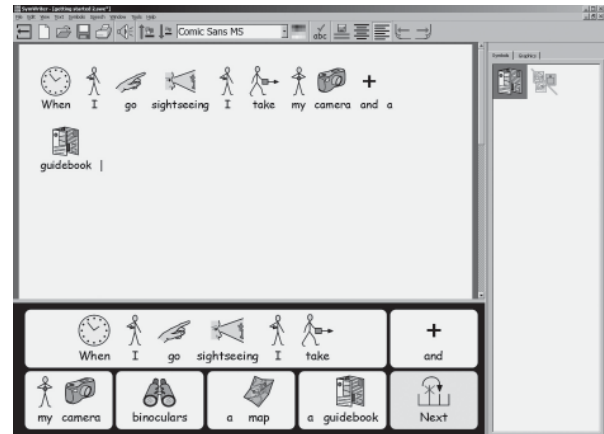
1. Creating the Environment

Start the program in the Environment Designer.

Create a single stage at the bottom of the screen.

Click on the New grid icon and create a grid that has 5 columns and 2 rows.

Stretch the grid to fill the width of the stage.

Merge the first 4 cells on the top row of the grid into a single cell. This cell will hold the sentence starter.

2. Changing the text for a symbol

Change to text mode and begin adding content to the cells in your grid, using this illustration as a guide.

You will notice that no symbol appears when you type the word, "guidebook".

To give this word a symbol type, "guide" instead. The symbol for a leaflet/guide will appear.

Press '**F11**' on your keyboard to remove the text beneath the 'leaflet/guide' symbol.

Type "guidebook" - but instead of pressing the spacebar on your keyboard to finish the word, press the right arrow key. This will tell the program that you have finished replacing the text for a symbol.

Finish adding the content from the illustration to the cells in your grid.

3. Adding actions to the "Next" cell

In a moment, we will use the "Next" cell to link to another grid. Before we do that, there are some other actions that need to be added to the "Next" cell.

Press **F2** or click on the text/arrow mode button to change to arrow mode, and then select the "Next" cell.

Click the cell actions icon or right-click anywhere in the cell and select **Edit actions for selected cell…** from the context menu.
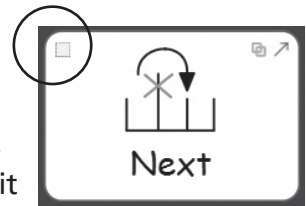
We do not want to send the word "Next" to the document, so remove the **Send cell contents** action from the **Cell actions** list by selecting it from the list and clicking on the cross icon.

We want the program to speak each sentence as it is completed.
From the New Actions list on the left, select and add **Speak sentence** to the **Cell actions** list.

When the program has finished speaking, we will need to insert a 'return' (a new line) so that the next sentence begins in a new paragraph.
Add **Send a return** to the **Cell actions** list.

Click **OK** to save your changes and close the **Edit cell actions** dialog.
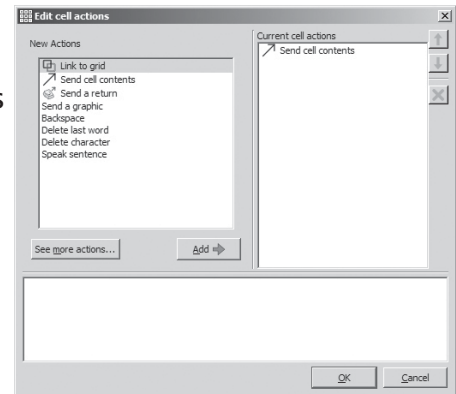
4. Saving and testing your work

Save your work.

For this environment, it would be more suitable to hide the side panels. Uncheck the boxes below the icons for these panels in the **Save Environment** dialog. Enter a file name for the environment ("Holiday Activities 1") and click **Save**.
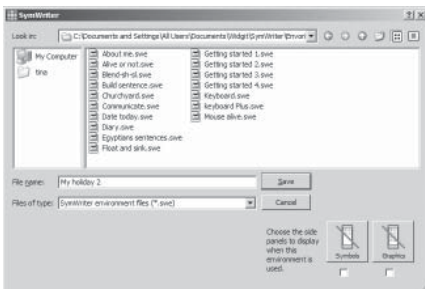
To test the environment, click the **Play** button and create a sentence by using the grid. When you select the "Next" cell, does the program speak the sentence and create a new paragraph?

Click the **Edit** button to return to the Environment Designer.

5. Adding the next grid

If it is not already selected, select the grid by clicking on it. You will notice a 'Home' icon in the bottom-right corner of the grid. The 'Home' icon indicates that this is the first, or main, grid.

The 'Home' icon

The next grid should have the same cell actions as the first grid. To save time, you can copy cells and their actions by highlighting them before you create a new grid. To do this:

• Make sure that you are in arrow mode.
• Select all of the cells with content or actions that you would like to copy (For this example, select the "and" and "Next" cells).
• Right-click on the grid to bring up the context menu for the grid and select **Add a new grid here**.

You will notice that the new grid has the same layout as the previous grid, and that the contents and actions of the highlighted cells have been copied to the new grid.
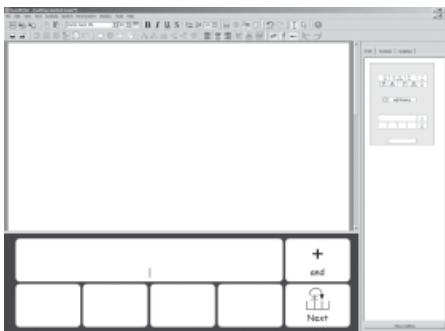
The grid viewer in the side panel should now show a thumbnail for each of the two grids.

Add content to the cells in this grid. Repeat this for as many sentences as you like. Here are suggestions for 2 possible grids.

In these examples, all of the suggested items are relevant. You can, of course edit it to include distracters. A set of grids on top of one another like this is called a **stack**.

6. Editing the last grid

Change to text mode.
On the last grid, change the "Next" cell to say, "Finish".

HINT:
Don't forget to save your environment again by clicking the **Save Environment** icon on the toolbar

7. Navigating the grids

As you add new grids, the thumbnail images of the grids in the grid viewer are updated. You can navigate between grids by clicking on the thumbnail image in the grid viewer.

8. Linking the grids

When you have finished adding new grids and edited the last grid, the grids will need to be 'linked' to each other. To link one grid to another:

- Make sure that you are in arrow mode.

- Select the grid that you want to link from in the grid viewer (the first grid).

- Select the cell that you want to link from (the 'next' cell).

Drag the **link** icon from the top-right of the selected cell and 'drop' it onto the thumbnail image of the grid that you want to link to in the grid viewer.
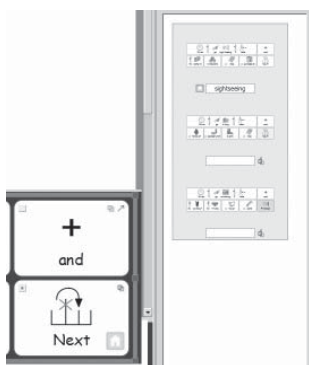
A link icon will now appear beside the name field for that grid to show that it is linked from another grid.

Link all of your grids in order, the first to the second, the second to the third and so on until you have made the link to the last grid.

HINT:
Don't forget to save your environment again by clicking the **Save Environment** icon on the toolbar.

To test your completed environment, select the first in the grid viewer, and click on the play icon.

Skills you have covered in this activity

- Changing the text for a symbol
- Adding more than one action to a cell.
- Creating a second grid
- Copying items from one grid to another
- Navigating grids using the Grid viewer
- Linking grids

B2.3 Complex sequence of grids for structured writing

In this example, we will create an environment for building sentences through a navigable set of vocabulary choices. The writer can move between a series of grids to create sentences. The writer can choose to have the current sentence read aloud.

This example assumes that you have already completed sections B2.1 Making a single grid for writing and B2.2 Sequence of grids for structured writing.

This environment includes:

- A 'main menu' grid.
- Grids for creating sentences.
- "Return" action cells to finish working with the current sentence and begin a new paragraph.
- Action cells to read the current sentence aloud.

1. Creating the Environment

Start the program in the Environment Designer.
Create a single stage at the bottom of the screen.
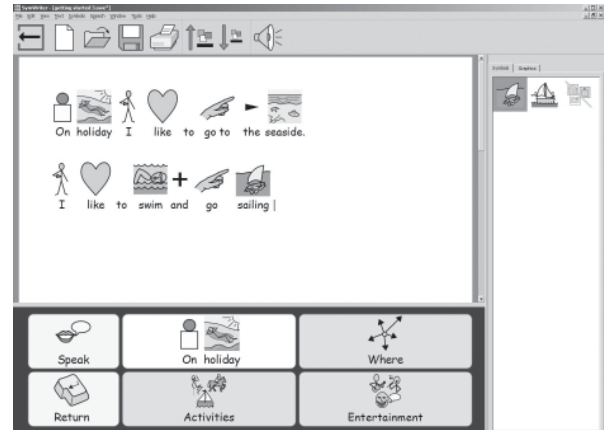
Create a grid that has 3 columns and 2 rows.
Stretch the grid to fill the width of the stage.

2. Adjusting cell widths

For this grid, the first column should be narrower than the other columns.

Move your mouse slowly over the space between the first two columns. You will notice that the cursor changes to a 'Resize' cursor (with two little lines). When the cursor changes to a 'Resize' cursor, you can drag the column separator to stretch or shrink the column width.

Resize the first column as shown in the illustration.

3. Writing in cells

Switch to writing mode by clicking the writing mode button or by pressing 'F2'.

Add the text shown in the illustration to the grid cells.

Save your environment.

4. Making linked grids

The cells "Where", "Activities" and "Entertainment" will be linked to new grids.

Switch to arrow mode by clicking the arrow mode button or by pressing 'F2'.

Hold down the 'Ctrl' key and double-click in the "Where" cell. This will create a new grid linked to that cell. It will also automatically create a "Back" cell linking back to the current grid.

These cells are given a green background to show that they link to another grid.

5. Writing in cells

Switch to writing mode by clicking the writing mode button or by pressing 'F2'.

Add the text shown in the illustration to the grid cells.

6. Using the grid viewer

If you look at the grid viewer in the side panel on the right, you can see thumbnail images of the grids in your environment.
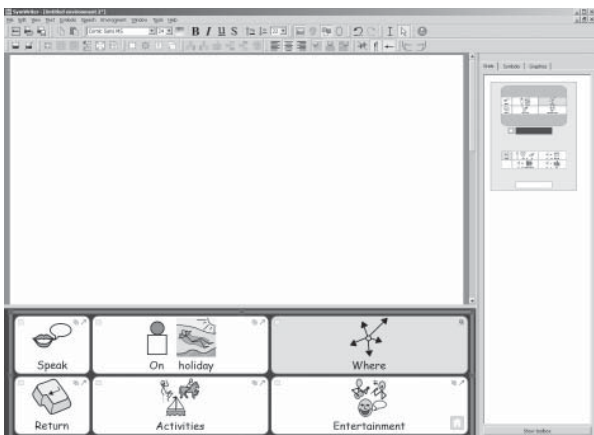
You can choose the grid that you want to work with by clicking on its thumbnail in the grid viewer.

Click on the thumbnail for the top (main) grid to go back to the main grid.

7. Adding new columns to the "Activities" grid

In arrow mode, create a new grid by holding down the 'Ctrl' key and double-clicking in the "Activities" cell.

To give this new grid more options for sentence vocabulary, we will need to add some more cells to it. There are icons on the design toolbar for adding and deleting rows and columns. Still in arrow mode, click in one of the blank cells and choose one of the icons:

Insert column to the left of the highlighted cell.

Insert column to the right of the highlighted cell.

Delete column containing the highlighted cell.

There should be five columns in the finished grid, so you will need to add two new columns.

Change to text mode.
Fill in the grid with the following text.

8. Naming a grid

As the number of grids increases, you may find it helpful to name the grids, especially if they look very similar to one another.

Double-click a label below the thumbnail of a grid in the grid viewer to type a short name for the grid.

### 9. Making the final grid

Return to the main grid by clicking on it in the grid viewer.
Repeat the steps you went through before to make a new grid:
Make sure you are in arrow mode
Create a new grid by holding down the 'Ctrl' key and double-clicking in the "Entertainment" cell.

Add a column to the new grid.

Switch back to text mode and add the content shown below.
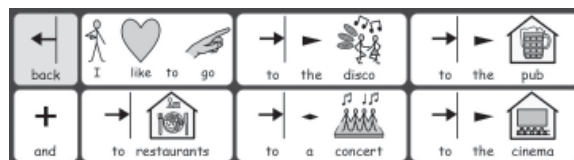
10. Cell properties

Return to the main grid. Switch to arrow mode if necessary, then click on the grid to select it.
Look at the action icons at the top of the grid cells.

The top corners of the cells show icons to indicate the cell properties:

 This cell has an arrow to indicate that it will send the cell contents to the document, and a link icon. The link icon is pale, showing that there is no link currently there.

 This cell does not have a **Send cell contents** icon, and the link icon is bold, indicating that there is a link from this grid to another.

You will notice that the "On holiday" cell has a **Send cell contents** icon but the linked (green) cells do not. You will also notice that the **Link to grid** icon is bold in the linked cells and pale in the other cells.

This is because the default when creating a new grid using the 'Ctrl' and double-clicking method is to create an action to link to the new grid but not to send the cell contents to the document.

11. Adding the remaining actions

 In the top right corner of each cell is a small square. This is the Cell Actions icon. When it is blank it shows that there are no additional commands attached to that cell. A spot in the middle of the square indicates that one or more actions have been added to the cell.

Click the **Cell Actions** icon in the "Return" cell to bring up the actions dialog for that cell.
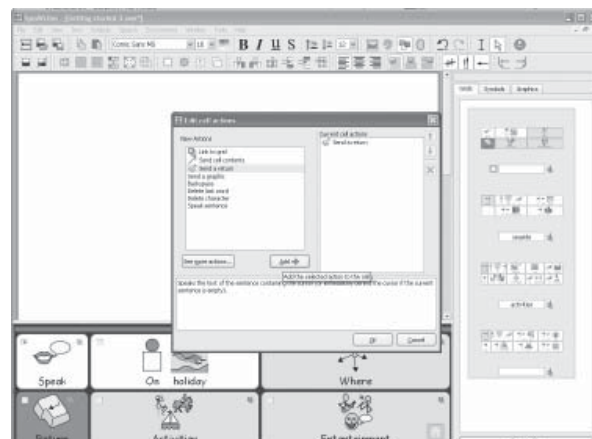
Remove **Send Cell Contents** from the **Current cell actions** list.
Select the action **Send a return** from the left column and click the **Add** button.
Click **OK**

You will now see that the cell actions indicator shows that an action has been added.

Click the **Cell Actions** icon in the "Speak" cell to bring up the actions dialog for that cell.
Remove **Send Cell Contents** from the **Current cell actions** list.
Add **Speak sentence** to the **Cell actions** list and click **OK**.

12. Colouring selected cells

Giving action cells a different background colour to writing cells helps users to tell them apart. Choose a new background colour for the "Return" and "Speak" action cells.
To do this: Right click on the cell, and from the pop-up menu select Edit grid appearance
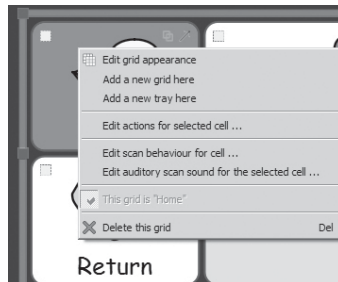
In the Edit grid properties dialog, click on the Background colour box and select the colour you want
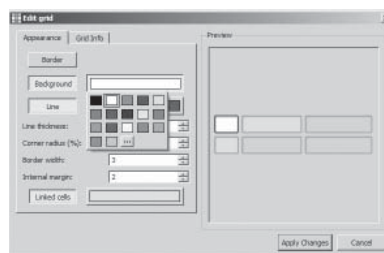
13. Saving and testing your work

 Save your work again.

 To test the environment, click the **Play** button and create sentences by using the grids. Is a new paragraph created when the "Return" cell is selected? When you select the "Speak" cell, does the program speak the sentence?

 Click the **Edit** button to return to the Environment Designer.

Skills you have covered in this activity

- Adjusting the size of cells in a grid
- Creating a linked grid by double clicking
- Inserting columns
- Naming grids
- Understanding the cell property icons displayed on in a cell

B2.4 Grids for writing with text

Grids for writing with text
In this more complex example, we will create an environment with two stages. The environment uses text grids and pictures to stimulate creative writing. This example does not use symbols.

This environment includes:

- Two stages.
- A 'menu' grid.
- A text grid containing nouns.
- A text grid containing verbs.
- A text grid containing adjectives.
- A grid containing pictures that can be added to the document to illustrate the writing.
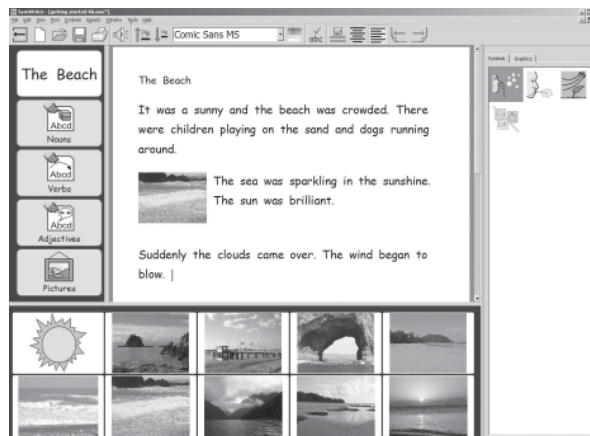
In the 'menu' grid, the terms "Nouns", "Verbs" and "Adjectives" are symbolised to help struggling writers.

1. Creating the environment

From the launcher, select **Design Environment**.
In the Environment Designer dialog, create a stage on the left and a stage at the bottom.
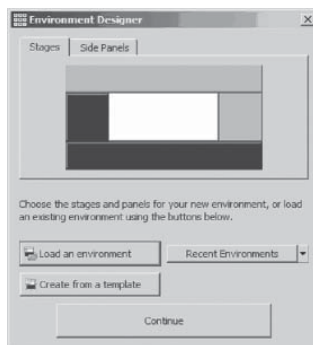
2. Creating the 'menu' grid

Click the **New Grid** button on the toolbar to create a new grid.

Create a grid that has 1 column and 5 rows.
Drop the grid onto the stage on the left.
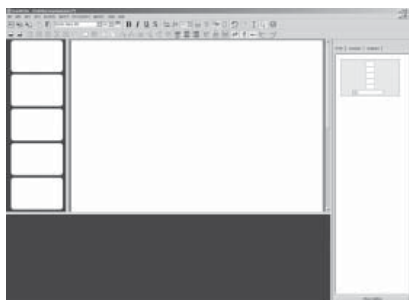
Resize the grid until the cells are a little wider than they are tall.

HINT:
You can also resize the stage by dragging the bar separating the stage from the writing area.

3. Adding the contents of the 'menu' grid
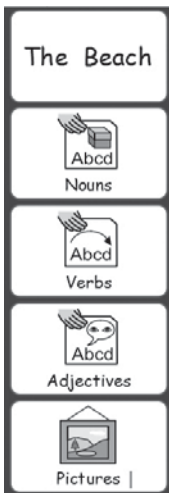
Press F2, or use the text/arrow mode icons to change to text mode.

The first cell in the menu grid will contain text. The other cells in the grid will contain both text and symbols. Switch to text mode.

Click in the first cell then click the **Show/Hide** symbols button on the toolbar. Clicking the **Show/Hide** symbols button will toggle between showing and hiding symbols for the selected cell.

Add the content shown in the illustration to the 'menu' grid.
You may need to remove the plural qualifiers in the grid. Click in the word and then on the plural qualifiers icon on the toolbar.

4. Creating the 'nouns' grid

The grid on the stage at the bottom will only contain text.

Click the **New Grid** button on the toolbar to create a new grid.

On the **Layout** tab of the **Create grid** dialog, select 5 columns and 4 rows.
In the **Size Cells for** option, make sure that **Just text** is selected.
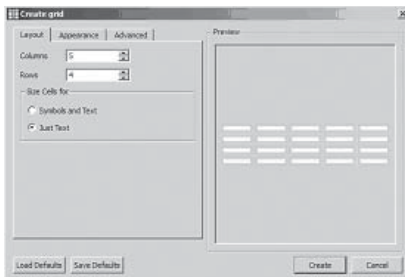
You will notice that the shape of cells in the grid preview immediately changes to be more appropriate for text. However, the cell borders are a little too thick for the purposes of this environment so we will need to change them.

Click the **Appearance** tab and make the following changes:

- Change the line colour to black.
- Set the line thickness to 1.
- Set the corner radius to 6.
- Set the Border width to 1.
- Set the internal margin to 1.
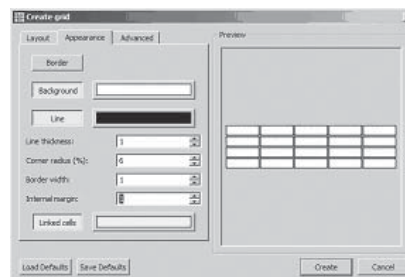
Click the **Create** button and drop the grid onto the stage at the bottom.
The grid should fill the entire stage. If it does not, resize the grid to fill the stage.

5. Adding content to the 'nouns' grid

Fill in the grid with nouns about the sea and the seaside. Here are some suggestions:

beach	cave	children	cliff	cloud
dogs	pebbles	pier	promenade	rain
rocks	sand	seaweed	surf	spray
sunshine	surf	waves	wind	windbreak

Don't forget to type a space after each word so that the words don't join together when they are sent to the document.

You may notice that as you type, the text in some cells changes size to make the word fit into the available space. When you have finished adding all of the text, click the **Tidy cells** button on the toolbar to make the font size in all of the cells the same.

6. Creating the 'verbs' grid

In arrow mode, right-click on the 'nouns' grid to bring up the context menu for the grid.

Edit grid appearance
Add a new grid here
Add a new tray here

Set this grid to be "Home"

Delete this grid   Del
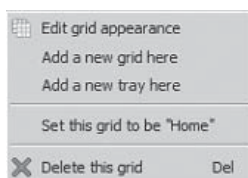
Select **Add a new grid here** to create a blank grid on top of the 'nouns' grid.

7. Adding content to the 'verbs' grid

In text mode, fill in the grid with verbs that writers can use when creating sentences about their time at the seaside. Here are some suggestions:

was	shining	crashing	blowing	raining
were	shone	crashed	blew	rained
playing	swimming	running	blown	see
paddling	lying	ran	beating	saw

Repeat this process by clicking on the 'verbs' grid to add a new grid for the 'adjectives' and add in content.

blustery	brilliant	burning	busy	calm
clear	cloudy	crashing	crowded	damp
gritty	happy	hazy	rough	sandy
soft	sparkling	still	sunny	threatening

8. Creating the 'pictures' grid

The final grid will be used to send pictures to the document as illustrations. The pictures can be photographs, symbols or other pictures from your computer.

Create a new grid as described above.
This grid only needs 2 rows, so we will need to delete two rows.

Click in a cell on the grid to select it and then click the **Delete row** button on the toolbar.

The finished grid should have 5 columns and 2 rows.

9. Adding pictures to the 'pictures' grid

Click on the **Graphics** tab in the side panel to open the graphics browser.
If you cannot see the **Graphics** tab in the side panel, select **Graphics browser** from the
View menu.

There are 3 buttons at the top of the **Graphics** tab. The first is for moving between folders.
The other two buttons toggle between the **Insert pictures** option and the **Replace symbol**
option.

**Insert pictures** will allow you to add supporting graphics to your environment.

Replace symbols will allow you to replace the symbol above a word with a picture or
another symbol.

 Make sure that the **Insert pictures** option is selected.

A number of photographs are supplied with the program. You can find them in the "Widgit
Pictures" folder. There is a shortcut button for the "Widgit Pictures" folder at the bottom
of the graphics browser. Open the "Widgit Pictures" folder, then open the "Photos" folder.
The "sunset" picture is in this place. The other photos in this example are from the "Nature"
folder, within "Photos.

To add a picture to a cell in the grid, click once on one of the photos and then on the cell in
the 'pictures' grid.
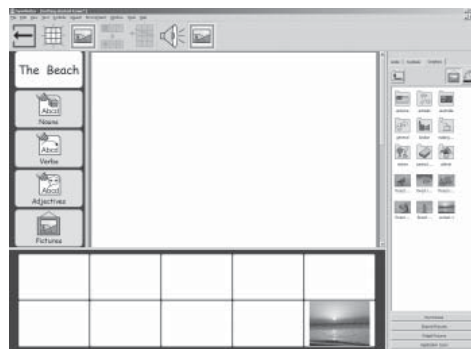
If you would like to use symbols as well as pictures:

• Click on the **Symbols** tab in the side panel to show the symbol browser.

 • Make sure that the **Insert pictures** option is selected.

• Type the name of the symbol that you would like to use, e.g. "wind break", into the box at
   the bottom of the symbol browser and press the **Find symbol** button.

To add a symbol to a cell in the grid, click once on the symbol in the symbol browser and then
on the cell in the 'pictures' grid.

Finish filling the 'pictures' grid with pictures or symbols.

10. Adding actions to the picture cells

To send the pictures to the document, we will need to change the actions for the cells in the 'pictures' grid.


In arrow mode, highlight all of the cells in the grid. Right-click to bring up the context menu and select **Edit actions for selected cells...**. This will allow you to update the actions for all of the cells at the same time.
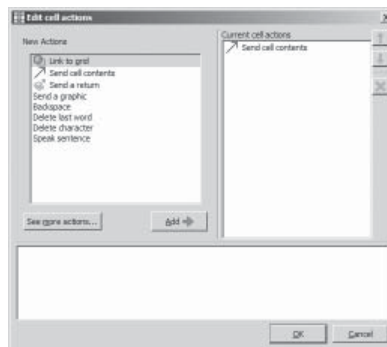

There is no text to send to the document, and we will be using a special action for sending pictures, so remove the **Send cell text** action from the **Cell actions** list.

Before a picture is sent to the document, we need to make sure that the pictures we are sending will always be a reasonable size. Click the **See more actions...** button, then double-click on **Symbol sizing** in the **New actions** list to expand the **Symbol sizing** group. Select **Set graphic size** and add it to the **Cell actions** list.
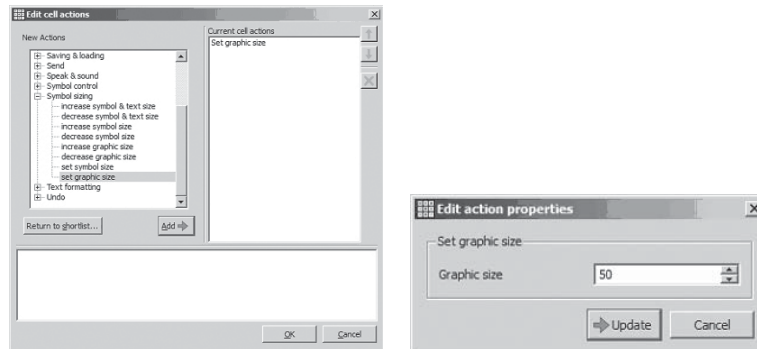
In the Cell actions list, select Set graphic size. Options for the Set graphic size action will appear at the bottom of the Cell actions list. Click the Edit button and set the graphic size to "50".
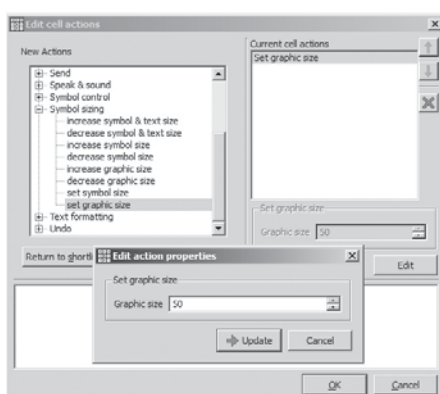

Now we can send the picture to the document. Click the **Return to shortlist** button to return to the main actions list.

Select **Send a graphic** from the **New actions** list and add it to the **Cell actions** list.

An 'edit action properties' window will open. For this example, we want pictures to appear to the left of sentences, so set the alignment option for **Send a graphic** to "Left".
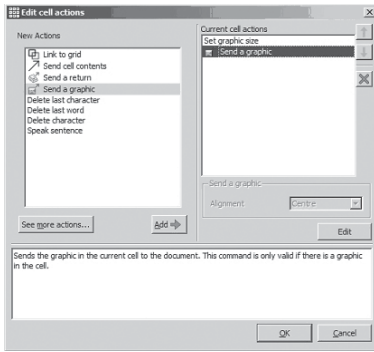
Click **OK** to save your changes and exit the **Edit cell actions** dialog.
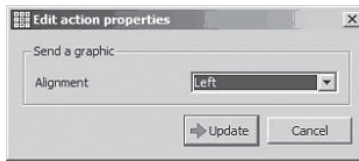
HINT:
While you are browsing actions in the **New actions** and **Cell actions** lists, a description of the action currently under the mouse cursor will appear at the bottom of the **Edit cell actions** dialog.

11 Linking the grids

We need to link the cells in the 'menu' grid to the vocabulary and picture grids.

Click the **Grids** tab in the side panel so that you can see the grid viewer. If you like, you can label the grids to make them easier to identify.
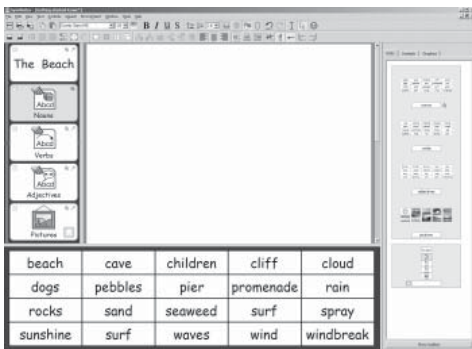
Switch to arrow mode.
Links are made by dragging the link icon from the cell onto the grid in the grid viewer.

As soon as a link is made, the linked cell changes colour; the link icon becomes bold, and in the grid viewer, there is a link icon by the side of the grid label to show it has a link. In this illustration the **'Nouns'** grid has been linked.

Select the **"Nouns"** cell in the 'menu' grid and drag its link icon to the 'nouns' grid in the grid viewer.

Repeat this with the **'Verbs'**, **'Adjectives'** and **'Pictures'** grids.

We don't want to send the text "Nouns", "Adjectives" or "Pictures" to the document, so it is necessary to highlight these 4 cells in the menu grid, and go once again to edit the **Cell Actions** and remove the **Send cell contents** action.

12 Setting the document style

Since this activity is not using symbols, you need to set the document to reflect this. In text mode, click in the document and then click on the Show/hide symbols icon so that it is showing the text view.

You may also want to set the font and font size. Type a word into the document. Highlight it, and make whatever changes to the text you require. Delete the word, and Save the environment.

Save and test your work.

New skills you have covered in this activity
- Creating environments with more than one stage.
- Creating grids just for text.
- Changing the appearance of a grid.
- Deleting cells from a grid.
- Adding pictures to a grid.
- Linking grids.
- Using more complex grid actions.

B3. Switch scanning

You can use switch scanning in SymWriter by connecting the computer to an appropriate USB Switch interface. These USB devices will generate a particular key stroke when the switch is pressed. SymWriter can choose the keystroke(s) according to the interface box you are using. These keystrokes are also useful for teachers to test activities for their switch accessibility without the need for switches to be connected. You need to select keystrokes that are **not** used in writing a document.

B3.1 Setting up switch scanning

From the Tools menu select **Accessibility** then **Switch options…**.

Click here to choose the colour of the scan indicator.

Choose whether to use one or two switches.

Set the type of scan. See section B3.2 Types of switching.

If you select one switch then set the scan rate here.

Click in this box to switch auditory scan on or off.

The switch interface box will generate a key stroke when a switch is pressed. Choose the key stroke according to the interface you use.

Click here to save these settings as system defaults.

When auditory scan is actually speaking, the scan indicator changes colour to show it is momentarily disabled. Click here to set the colour of this scan.

You can save settings for individual users so that an individual can load their own interface, including their personal switch setting. See Reference sheet R6, Adding an interface button to the launcher.

B3.2 Types of switching

1. **Horizontal scan**.
The scan indicator moves horizontally, and after the last cell in the row it moves to the left of the next row.

2. **Vertical scan**.
The scan indicator moves vertically, and after the last cell in the column it moves to the top of the next column.

3. **Column/row scan**.
The scan indicator indicates a whole column and moves to the next whole column with a single "beep". When a selection is made, the scan moves down the individual cells in the column, after the bottom cell the scan indicator disappears and a double "beep" is heard. A selection at this time enables continuation of the scanning of whole columns in case a mistake in selecting that column has been made. Otherwise the scan continues at the top of the same column.

4. **Row/column scan**.
The scan indicator indicates a whole row and moves to the next whole row with a single "beep". When a selection is made, the scan moves along the individual cells in the row. After the right hand cell the scan indicator disappears and a double "beep" is heard. A selection at this time enables continuation of the scanning of whole rows, in case a mistake in selecting that row has been made. Otherwise the scan continues at the left of the same row.

These scans apply to regular grids. You can also scan irregular grids and other items in trays or on a stage. In these cases you must set the order of scanning by hand, as the computer has no information as to what is sensible. See section B3.4 Setting what happens after selection (regular grids) p75.

B3.3 Auditory Scan

By default, **auditory scan** will speak the text visible in the cell. There may be times when there is no cell text, or for some other reason you want different behaviour. You can set the text to be spoken by **auditory scan**, or you can set a sound file to provide the auditory feedback.

Make sure you are in the **design-mode** and use the **F2** key if necessary to set **arrow-mode**. Click in the cell to highlight it, and then right button click to produce the context menu.

Select **Edit auditory scan sound for selected cell...**.

The following dialog is then available:

Cell text is the default.

To play a file click in **Sound file** and then on the browse button to select the file you want.

To use other text for the cell, click in **Custom text** and then type the text you wish to be spoken.
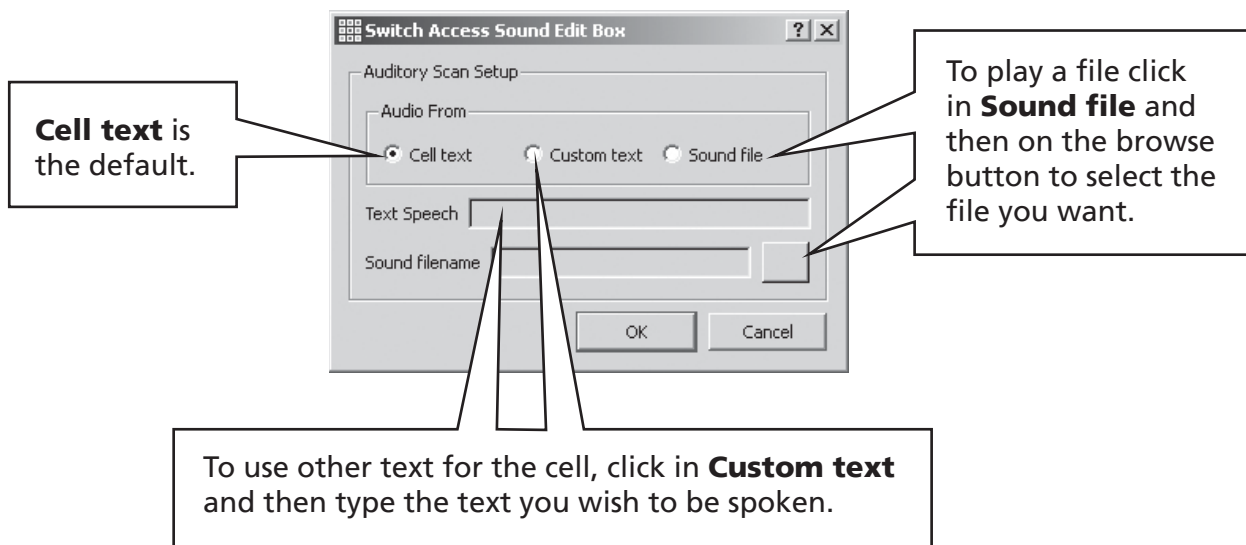
Changes to the Auditory scan options will also apply to a right button click in a cell in **write-mode**.

# B3.4 Setting what happens after selection (regular grids)

After a cell is selected in a regular grid, the default action is for the scan indicator to move to the next cell. Sometimes this is not the most convenient thing to happen from the point of view of the switch user, so other possibilities are available:

- Stay on this cell
- Move to end cell
- Move to start cell

To alter the default setting make sure you are in **arrow-mode** and first highlight the cell (or group of cells) that you wish to change. With the right button click anywhere in the grid to produce the context menu.


Select **Edit scan behaviour for cell...**
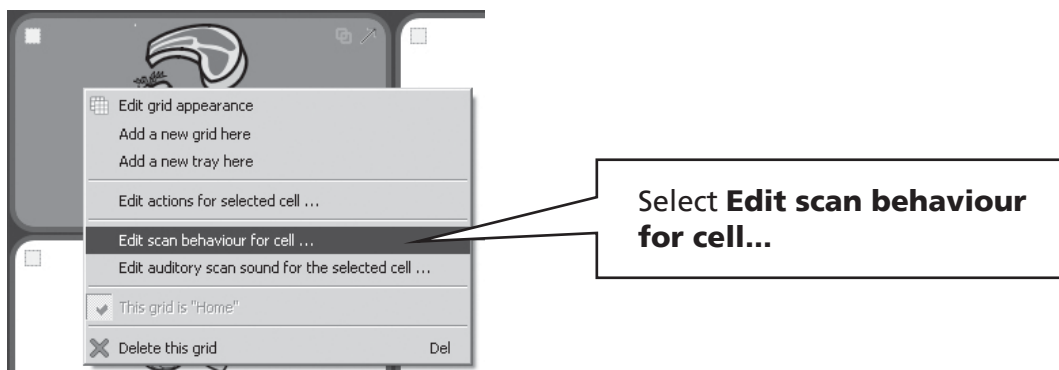
The following dialog will appear.

The settings will apply to the cell or cells highlighted – or to the whole grid if you check **Apply to all cells**.
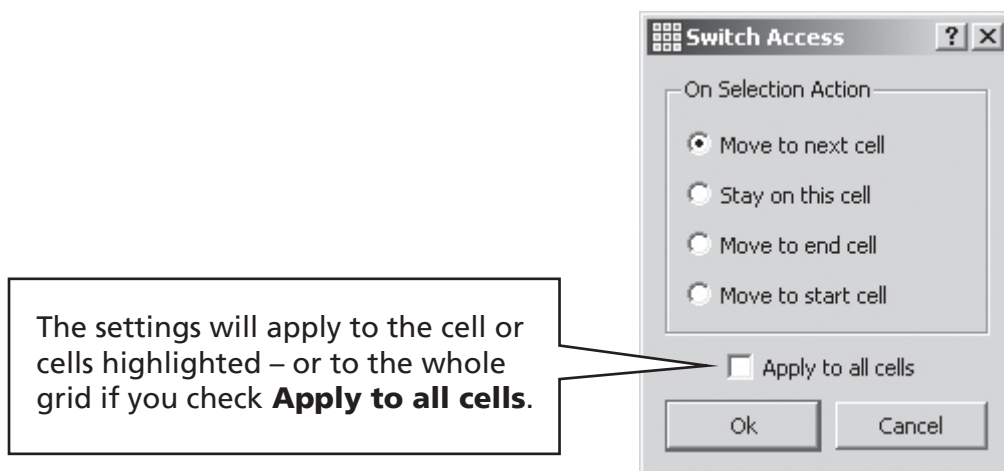
B3.5 Setting the scan order

The scan order of items in a tray must be defined when the environment is created. Although a default scan order is set by the program this may not be suitable. To set the scan order either Right click on the tray in **arrow-mode** and select **cell order**. You can also add the **scan order** icon to your toolbar if you wish to do this frequently. See Reference sheet 6 p7.
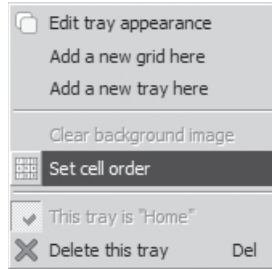
You will see numbers attached to each object in the tray. This is the default scan order - in the order the objects were put on the tray.

Scan order.

Click on the objects in the scan order you want. If you get it wrong, just start clicking again.
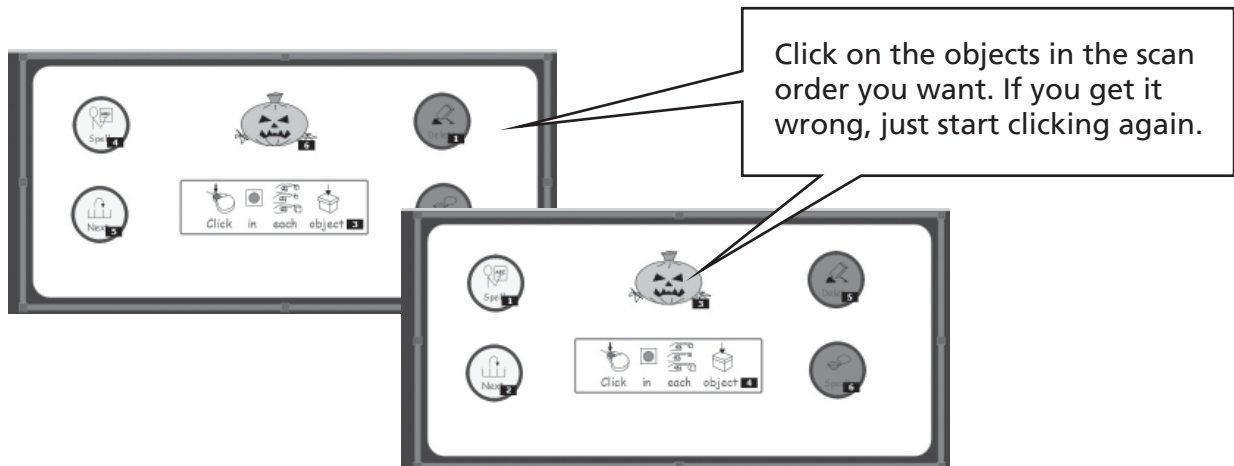
Click out of the tray when you have finished.

C Symbols

C1. Issues of symbolisation

1. Selecting the most appropriate image

Many words can have different meanings or different nuances. It is important that you select the correct symbol to represent your meaning. The smart symbolisation in SymWriter will help by recognising the part of speech. For example the word 'suspect' can be a verb such as to distrust, a noun meaning somebody under suspicion, or an adjective to be doubtful.

Fortunately the 'smart' symbolisation understands the grammar of the sentence and will choose, where possible, to give the most appropriate symbol.

In the following sentence case each meaning has a different part of speech, and so the smart symboliser can offer sensible choices.

However, in the case of 'match' the verb is easy to identify, but there is no way to discriminate between the two nouns, and so you would need to make a selection:


2. Levels of symbolisation

There are different views about the appropriate level of symbol support for text. There are however two distinct types of symbol usage:
  (a)   where the reader relies on the symbols to provide the information.
  (b)   where the reader is primarily accessing the information through the text but is supported by symbols to represent either the key concepts or specific vocabulary.

The reader may rely on the symbols, perhaps because they have cognitive difficulties that makes de-coding text difficult, or because they have significant difficulties with the language. In these cases it is not essential to support every one of the text or spoken words, but it is essential that all the key concepts are represented.
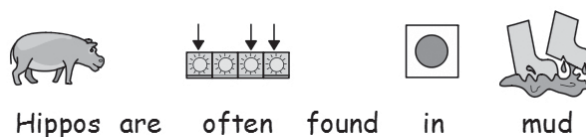
Where the reader is largely reading the text, the symbols take a supportive but incidental role, and may only provide support for specific vocabulary. For example a student who is learning about electricity, may read the words, be able to build a circuit, but may still be confused between the terms voltage and current. In these cases the symbol can remind the reader of the concept behind the word.

current   voltage   length   height
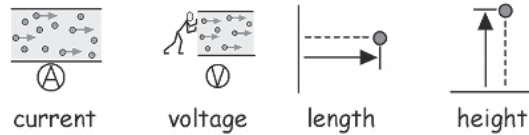
C2. Five golden rules

Whichever level of support you use, the following five golden rules should be helpful:

1. Layout = Punctuation

A symbol reader may not see normal punctuation so you have to achieve this through layout. Never string two sentences together on the same line. Ideally keep a sentence to one line, but if you have to wrap, put the line break at a natural speaking pause or an 'and'.

Example 1a. Incorrect layout for a symbol reader.

The Soft toys are teddies and balloons. Lego, marbles

robots and yo-yo's are hard toys.
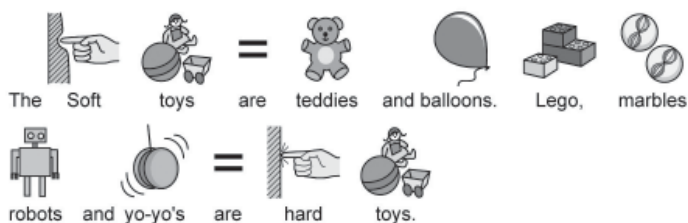
Example 1b. Correct layout.

The Soft toys are teddies and balloons.

Lego, marbles robots and yo-yo's are hard toys.
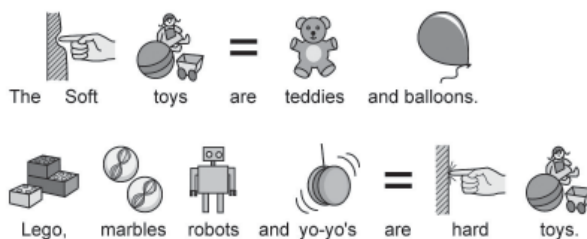
2. Choose symbols carefully

Many words have more than one meaning, so there are often alternative symbols. SymWriter allows you to view these alternatives, so choose your symbols carefully. Sometimes the differences in concepts are quite subtle.

Example 2a. Significantly different meanings of words.

Example 2b. More subtle symbol alternatives.
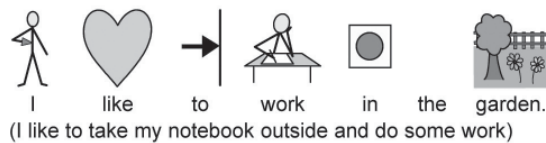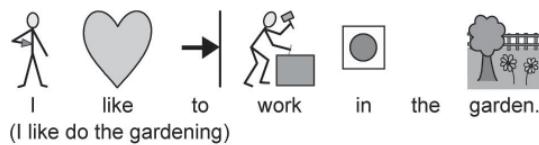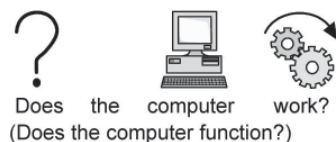
3. Remove abstract symbols

Not all symbols are necessary, especially for people who are new to symbols. Abstract concepts like 'a', 'the', 'if' 'but' and 'so' can be removed. For readers unfamiliar with symbols, only the main concepts should be symbolised. More abstract symbols will need to be taught.

4. Read back the symbols

It is important that all the main information-carrying words are symbolised. When symbolising, read back the words you have symbolised. Try covering up the words - do you understand the meaning?

5. Don't mix symbol sets

There are many symbol sets around. The most common sets are the Widgit Literacy Symbols (previously known as Rebus) and the PCS (Picture Communication Symbols). If you know the sets and their structure then it is fine to mix symbol sets. If you don't, it is best to avoid mixing as they may represent concepts in different ways.

C3. The Widgit Literacy Symbols

The Widgit Literacy Symbols (WLS) have been developed especially to support literacy. Previously known as the Widgit Rebus Symbols, they have a clear schematic structure to much of the vocabulary, have been designed to have the minimum detail to reduce the visual clutter of the page, and have some optional grammatical markers to support developing writers.

Whilst many symbols are immediately recognisable by anyone, others need to be learned. By using a common and consistent design criteria, the WLS aim to make the learning task easier.

Description of the Widgit Symbol schema and conventions

The following are the principal schema and conventions.
Buildings:
There are two styles of building: standard and large buildings. This enables distinction between buildings such as corner shop and supermarket, clinic and hospital.

cafe   pub   bank   clinic   hospital   bus station

Rooms:
A room is a square. This enables distinction between a library as a separate building and the library in a room on a school, or between restaurant and dining room.

living room   kitchen   dining room   snooker room   office   light room
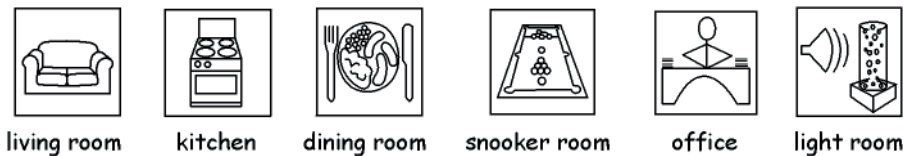
Shops:
The generic shop is a building with a cash till. Types of shop are the building with the cash till plus the minimum number of items required to describe the type of shop, with a maximum of 3.

shoe shop   dress shop   newsagent   florist   chemist   cD shop   garden centre   DIY store   supermarket

Business and organisations:
An organisation or charity has a similarity to a building in that it is a contained shape, but has an arch to indicate an over-arching entity. A business is a commercial organisation and has money linked to the arch.

RSPCA   Charity   Arts council   publisher   mobile phone company
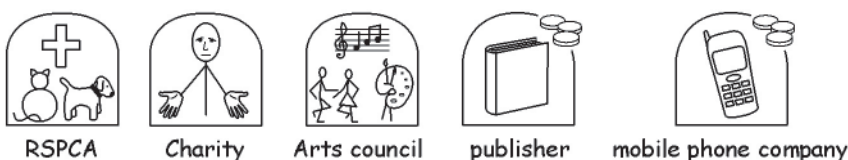
Groups, collections, and subjects:

Brackets are used to indicate 'about' in the sense of a group of people or things, or in the case of subject, the group of ideas around a theme.

animals	birds	collection	team	committee	geography	science
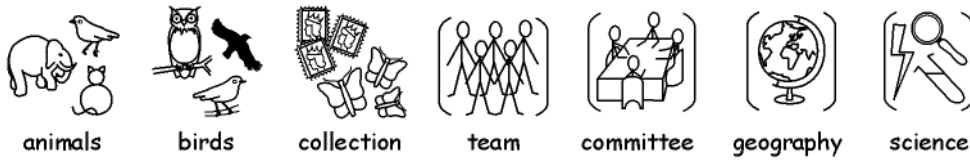
People and jobs:

People and their jobs are represented by a person plus a relevant illustrative qualifier. The plurals of many jobs are available with more than one person rather than using the plural qualifier.

plumber	butcher	baker	artist	chef	farmer	lawyer
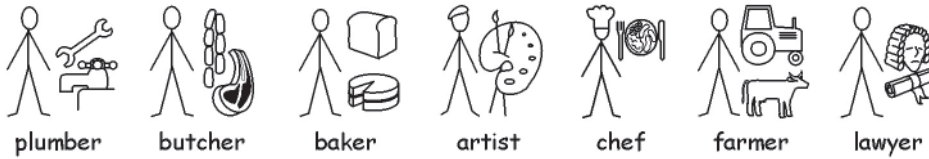
Stick people and non-stick people:

People are generally represented by a stick person being genderless and non-cultural. There are times when a fuller figure is needed. This may be to allow emphasis, as in adult or child, or for certain actions, such as cuddle - which does not work with stick images.

person	man	plumber	adult	child	friend	hug

Family:

The circle indicates 'belonging'. Mother is a woman in a circle (my woman) and wife has a heart attached. Girlfriend has the heart but no circle.

Sister and brother are used with grey to draw attention to the target element, with a genderless sibling in the circle. Family members from the wider family are represented by a circle with people in to indicate a man/woman/boy/girl related to the family. Step relations are indicated by a dashed circle.

mother	wife	girlfriend	sister	brother	aunt	niece

Pronouns:

There are two types of pronouns illustrated: personal and possessive.
Personal pronouns: the hand is represented by an arrow head to point to the person. The possessive pronoun has a small filled circle to represent the clenched fist. The second person 'you' can be in either singular or plural.

me	my	you	your	he	his
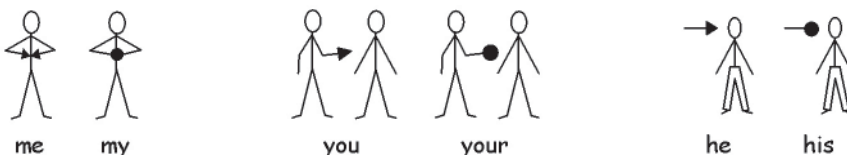
Prepositions:
The target is shaded in grey/red.


in on behind here there this that
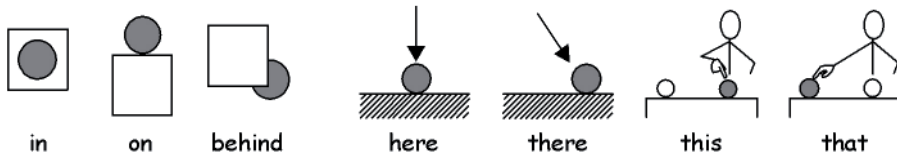
Comparatives:
Comparatives are only likely to be used at higher levels of vocabulary. Various alternatives have been tried, and the current consensus uses exclamations: one small one for the comparative and two for the superlative. The group consensus suggests that this works for users who can understand the idea of comparatives, and is ignored by others.


fast faster fastest loud louder loudest
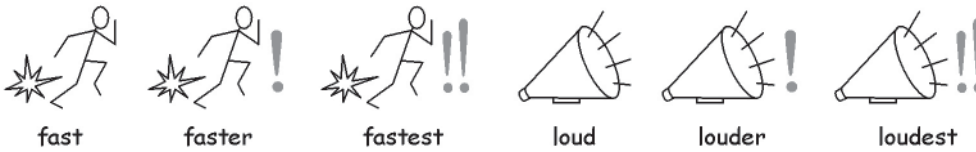
Time:
There was much discussion in the project about the use of hands on the clock. Having hands could imply a particular time, but not having hands made the element look either like a mat (without numbers) or a timer (with numbers). It was therefore decided by consensus that to have a time that was not quickly recognised, (seven minutes to two). Time is normally set in relation to the basic clock.


now later before after until during while
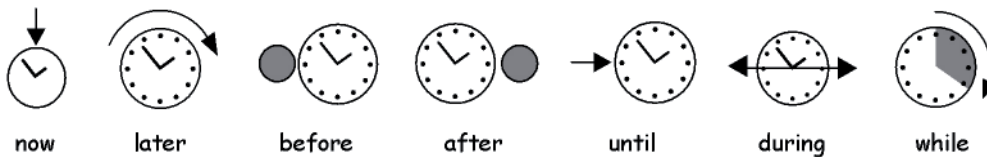
Tenses:
Past tenses are indicated by a back arrow over the verb and the future by a forward arrow.

run ran eat ate sleep slept
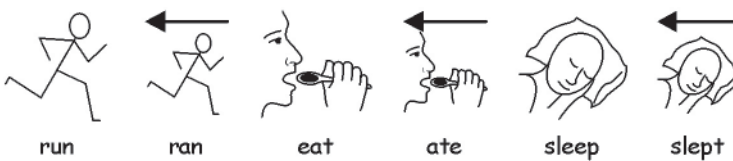
Plurals:
Plurals are indicated by the double plus (similar to more and also). However not all symbol readers need the plurals, either because they are confusing or because they can read the word and are using the symbol to remind them of the concept. There are options to hide the qualifier in the Communicate software.


cars houses rabbits apples
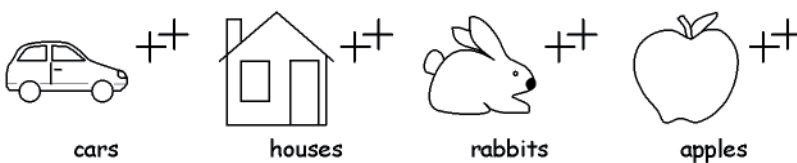
Negatives:

There are a number of common negatives which are normally indicated with a red line, in both colour and back and white symbols. (NB the red lines cannot be shown in this black and white document). Other negatives are created with the use of one of the three negative symbols:

| don't like | not working | can't come | no | no | not |
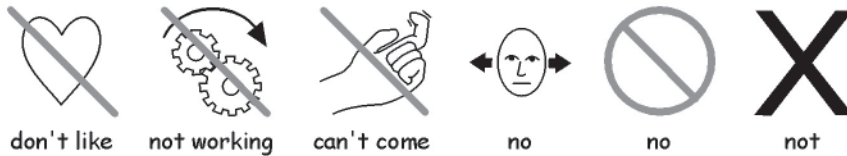
Medical symbols:

The consultants required the possibility of distinction between levels of professionals. For example the dentist has a red cross and the dental nurse has a white cross. Symbol readers who do not recognise the significance of the colour may not need to understand the significance of the role distinction.

| dentist | dental nurse | doctor | nurse | first aid box | clinic |
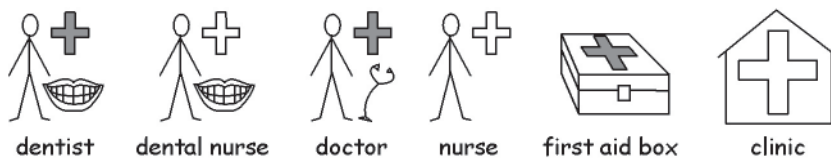
Question words and non-questions:

It is important to distinguish between the use of a word indicating a question and its other uses.

| where | where | when | when | what | what |
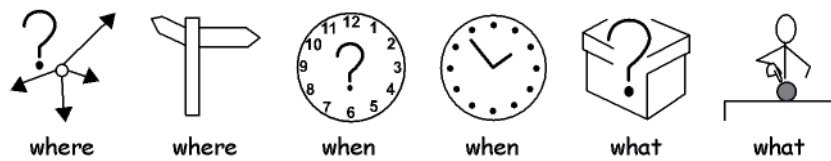
Exclamations:

Black exclamation marks are used for emphasis or degree: For example 'must' and 'important'.

| must | important | good | great |

Other key elements:

Help: the helping hand can be applied to various people or items that help.
The star indicates 'special' e.g. special day.

| help | helper | home help | special | special day | special effect |

Non pictorial elements:

Abstract symbols have always posed some problems, and it is questionable whether these are needed at the most basic symbol communication. However, where necessary, these have been maintained or redesigned along logical lines. It must be accepted that these symbols have to be learned.
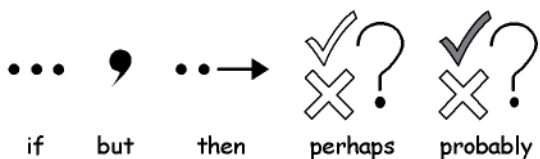
Future developments

This is an on-going process and additional schema are developed as the need arises.

D. Glossary

Arrow-mode (B2.1 Making a single grid for writing p52)
When working with <u>grids</u> and <u>stages</u>, <u>arrow-mode</u> is used for most purposes other than writing into cells. Examples are resizing, linking, editing appearance and moving. Compare with text-mode.

Button (Section B. Writing with grids p49)
Specifically within SymWriter a <u>button</u> is like a single <u>cell</u> that can be placed in a <u>tray</u> or directly onto a <u>stage</u>. In the documentation the term is underlined to distinguish between this meaning of button and more regular uses (like mouse button).

Cell (Section B. Writing with grids p49)
A <u>cell</u> is a single entity within a <u>grid</u>. Usually a <u>cell</u> has a border and is used to contain text and symbols that can either be sent to the writing document, or used to perform other functions.

Command Graphic (Section B. Writing with grids p49)
A <u>command graphic</u> is an mage that when clicked can send actions to the document.

Document (The window layout p9).
The document (or writing window) is the area of the screen where you can type directly into, and which can receive input from the <u>grids</u>.

Design-mode (Section B2.1 Making a single grid for writing p52)
This is the normal mode when creating an <u>environment</u>. You can go to <u>test-mode</u> to try the activity and return to <u>edit-mode</u> with the stop button on the toolbar.

Environment (Section B. Writing with grids p49)
The writing window together with any other grids and objects to assist writing is called an <u>environment</u>.

Grid (Section B. Writing with grids p49)
A <u>grid</u> is a regular array of <u>cells</u>. <u>Cells</u> can be merged in a <u>grid</u> to make it semi-regular.

Home grid (B2.2 Sequence of grids for structured writing p57)
After loading an environment the <u>home grid</u> is the one which shows before the activity is started. It can be set using the context menu for a grid.

Launcher (Section A1. Starting the program p12)
The launcher is a screen containing buttons that appears when the program is started. The launcher has buttons that can be used to start the program with a range of configurations.

Leading (Section A3.5 Paragraph alignment, word and line spacing p24)
You can choose to alter the horizontal spacing between words or symbols. Also you can alter the spacing between lines, and add extra space between paragraphs. These extra spaces are called <u>leading</u>.

Qualifier (Section A2.9 Qualifiers p19)
A symbol may have a <u>qualifier</u> to indicate a plural, a tense, or a comparative or superlative.

Stack (Reference sheet R3.1 Auto linked grids)
This is a set of <u>grids</u> or <u>trays</u> on top of one another, occupying the same space on the <u>stage</u>.

Stage (Section B – introduction p49, Section B2.1 Making a single grid for writing p52)
A <u>stage</u> is an area of the screen that can hold <u>grids</u>, <u>trays</u>, <u>buttons</u> and <u>text boxes</u>.

Student (Introduction – Using this guide p8)
The word student will be used to mean the person who uses the <u>grids</u> or the writing tools to enable them to have greater literacy access, whatever their age, or educational status.

Teacher (Introduction – Using this guide p8)
The word teacher will be used to mean a teacher, carer or parent who is using the program to create and edit activities for others to use.

Test-mode (Section B2.1 Making a single grid for writing p52)
When designing an environment you can go to test-mode (click the Play button) to try it out.

Text box (Reference sheet R5 Trays and buttons)
A <u>text box</u> is like a single <u>cell</u> that can be placed in a <u>tray</u> or directly onto a <u>stage</u>. It is rather like a <u>button</u>, but has different default visual settings.

Text-mode (Section B2.1 Making a single grid for writing p52)
When working with <u>grids</u> and <u>stages</u> in the designer, <u>text-mode</u> is used for writing text into grid cells. Compare with arrow-mode

Tray (Reference sheet R5 Trays and buttons)
A <u>tray</u> is a holder for a group of objects such as <u>buttons</u>, <u>text boxes</u> and <u>command graphics</u>.

Wordlist (Section A11.1 Wordlists p44)
A <u>wordlist</u> is a file that can link extra words to images that the symboliser does not produce on its own. These are usually for specialised or personal vocabulary.

Appendix 1 Location of files

This data is provided to assist the network manager or IT coordinator.

The installer for SymWriter puts files in three areas. These areas are defined by the way Windows has been set up either on a stand alone machine or on a network.

1. **Program Files** area.

On stand alone machine this defaults to C:\Program Files. The SymWriter program files are placed in subdirectories \Widgit\Common Files\bin. In this area is the program itself and the basic database used for symbolisation. We will provide updates on our web site and to install these you will need to have administrative access to the machine.

The symbol and graphic resources are installed in:
\Program Files\Widgit\Widgit Pictures
            Contains the pictures supplied with the program seen in the Graphic Browser, see
            Section A2.4 Changing the image on a word (p15)
\Program Files \Widgit\Widresources
            Contains the symbol data
Generally, other user access will not be able to update files in this area.

**Key fact: It is necessary to have write access to this area when updating the
            program itself or the symbol graphics.**

2. The **All Users Application Data** area.

On a stand alone machine this defaults to C:\Documents and Settings\All Users\Application Data. Data for SymWriter is placed in the following subdirectories:

\Widgit\Common Files\Internal Data\
            This contains private data installed by Widgit Software
\Widgit\Common Files\Topic Wordlists
            Contains any Topic wordlists, see Section A11.3 Loading a wordlist p46
\Widgit\Common Files\Symbol Set wordlists
            Contains any Symbol Set wordlists, see Section A11.3 Loading a wordlist p46

When you download or install any low-cost/free Resources to use with SymWriter these are likely to contain Topic wordlists and extra graphic resources. So it will be necessary to have write-access to this area to install these. These Resources will not generally need to update anything in the Program Files area.

Teachers who want to add Topic wordlists created by In Print 2, will need to navigate to (by default):
C:\Documents and Settings\All Users\Application Data\Widgit\ Common Files\Topic Wordlists

3. The All Users Documents area

On a stand alone machine this defaults to C:\Documents and Settings\All Users\Documents. (Sometimes this will show as "Shared Documents") Data for SymWriter is placed in the following subdirectories:

\Widgit\Symwriter\Interface\
This contains interface data created by the teacher to add extra buttons to the launcher, or to add other choices of interface. It also contains a file used for extra information in the spelling interface.

Documents created with environments are saved into a subdirectory of the My Documents area appropriate to the user who is currently logged on.

\Widgit\Symwriter\Environments
This contains the environments and template environments to be used by students and shared by students.

Key facts:
It is necessary for students to have read access to this area so that they can load and use environment files created for shared use.

It is necessary for teachers to have write access to this area if they wish to create environments for others to use. i.e. write access for teachers is essential.

4. Installation of add-on Resource packs
It is necessary to have full administrative access when installing Resource packs for use with SymWriter if those packs contain environments, wordlists and additional graphics.

Appendix 2 Copyright

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2. In signage and notices.

3. On Websites, where the symbols are embedded into the web page (i.e. not using Webwide or other Widgit technology).

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2. Files that are distributed electronically, (eg as PDF, MsWord)
the rate is 4p per unique symbol. This rate is required whether the pack is sold or provided free by the creator. There is an allowance for small numbers of symbols that may be distributed without charge, detailed in the note below.

3. Symbols included in a website
Small scale usage, sites aimed at a local user group or members of a small organisation: First 100 symbols free, subsequent symbols 12p per symbol.

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Acknowledgement
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[Note: Widgit has changed the name of their symbol set from the Widgit Rebus Symbols to Widgit Literacy Symbols. All acknowledgements are required to use the new inscription.]

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