

# Communicate: SymWriter



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You may need it in the future.

.....

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# Introduction

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## What is SymWriter?

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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](http://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 p8.

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 p9.

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## Using this guide

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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 E. Glossary p115.

## Typical writing screen - Showing terms used in the program

The screenshot shows the SymWriter interface with the following components and callouts:

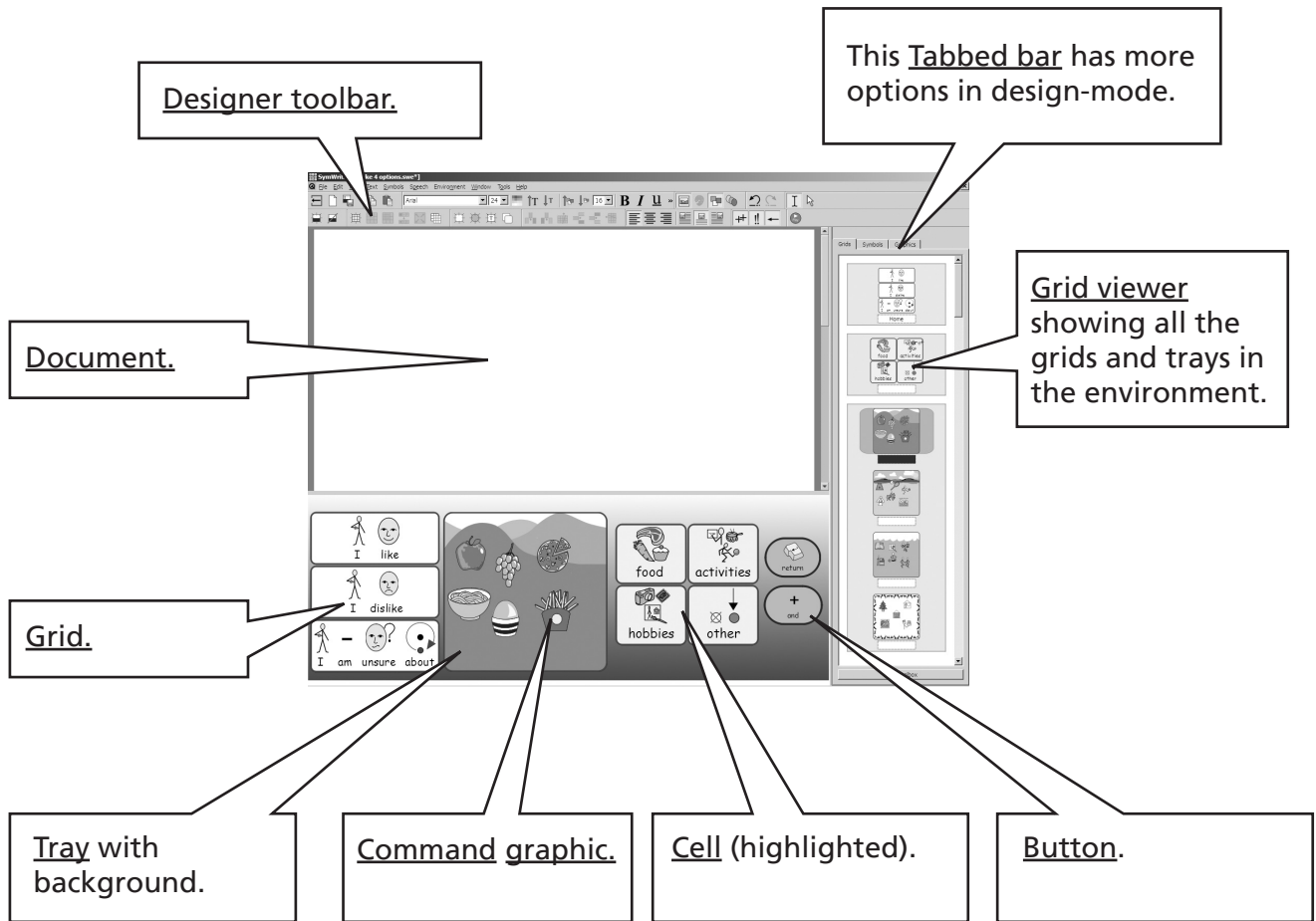
- Users toolbar, chosen from the launcher.** (Points to the top toolbar)
- Tabbed bar to select the Symbol chooser or Graphics Browser.** (Points to the 'Symbols' and 'Graphics' tabs)
- Document** (Points to the text area containing "I like pizza and chips" and "I dislike")
- Symbol chooser displays the alternative symbols for the typed word. See p12** (Points to the 'like' and 'dislike' symbols in the document)
- Grid with cells that can be selected.** (Points to the grid of symbols below the document)
- Buttons that can perform Actions.** (Points to the 'and' button in the grid)
- A tray with command graphics. In this example the graphic and text are set to the document.** (Points to the 'I like' and 'I dislike' buttons in the grid)
- A linked grid, which can change the available vocabulary.** (Points to the 'food', 'activities', 'hobbies', and 'other' buttons in the grid)
- Graphics Panel used by teachers and students to change the image for a word or to add graphics in a document. See p30** (Points to the 'Graphics' panel on the right)

The **Graphics Panel** (right side) includes the following categories:

- Animals
- Books
- Clothes
- Colouring in
- Environm...
- Events
- Flags
- Food
- General
- History
- Home
- Music
- Patterns
- Pennle 1
- My Pictures
- Shared Pictures
- Widget Pictures



## Environment designer screen - Showing terms used in the program



### Symbol Chooser

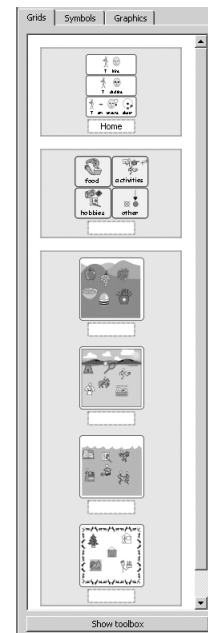
Used by teachers and students to pick the best symbol. See p12.

### Graphics Browser

Used by teachers and students to change the image for a word, or add graphics in a document. See p30.

### Grid Viewer

Used by teachers only for managing and linking grids. See p66.



### **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, p11.

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.

The screenshot shows the SymWrite launcher window. It features a top row of four icons under the heading 'Interfaces', a middle row of two icons under 'Expert Interfaces', and a bottom row of four icons under 'Support'. Callout boxes provide instructions for each button:

- Top Row (Interfaces):** A box above the icons states: "Click on one of the coloured buttons when students use the program. The buttons give different levels of interface - the easiest on the left." A box to the right of the icons states: "Extra icons may appear here if you design your own interfaces."
- Bottom Row (Support):**
  - Write document:** A box to the left states: "Click here to launch the program with the full interface to create documents to print. (Part A of this documentation)." A box to the right states: "Click here to go to extra information, free updates and resources for SymWriter at, [www.widgit.com](http://www.widgit.com)."
  - Design environment:** A box to the left states: "Click here to use the designer for creating Grids etc. Grids are for students to use to write. (Part B of this documentation)."
  - Visit the web:** A box to the right states: "Click here to launch a pdf file of the documentation."
  - PDF manual:** A box to the right states: "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 section C2 p101 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**.



## A2.4 Changing the image on a word

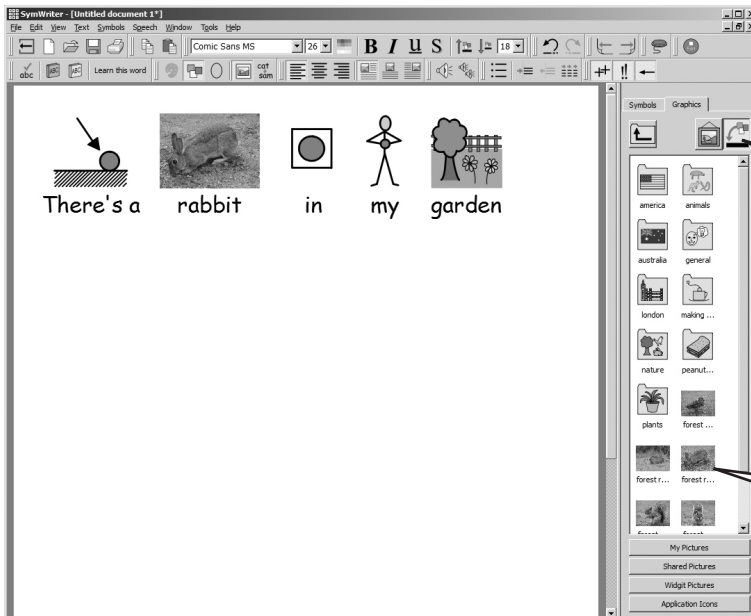
Type "There's a rabbit in my garden".



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.

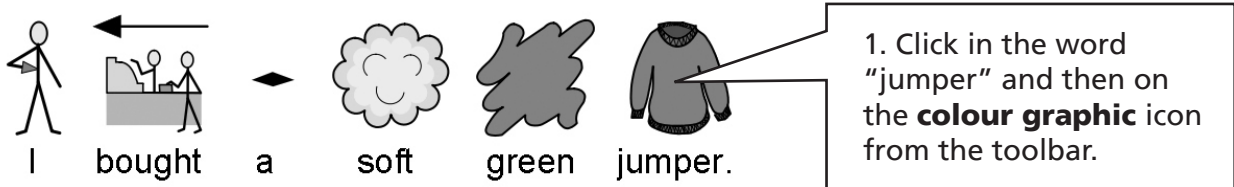


4. Click on the **over-write symbol** icon.

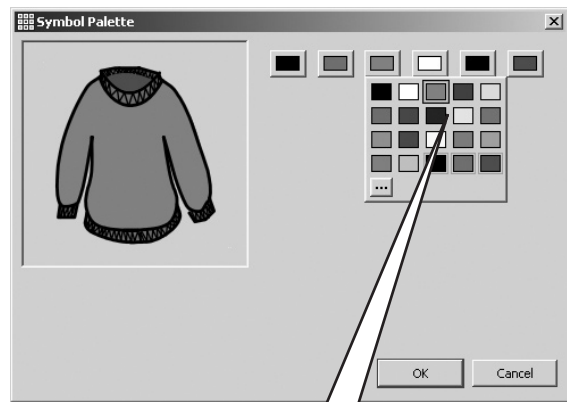
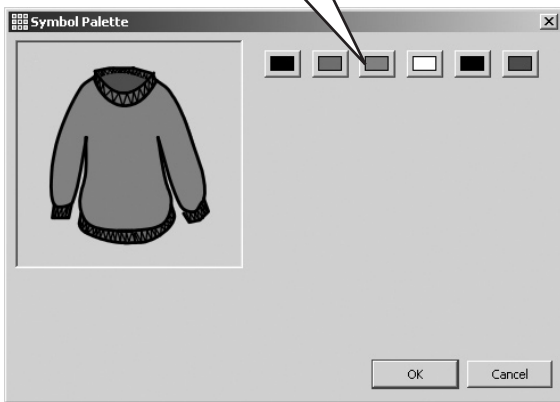
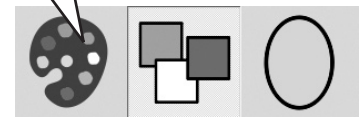
5. Click on the photo of the rabbit, and then on the symbol for rabbit in the document. There is no need to drag.

## A2.5 Changing the colours in a symbol

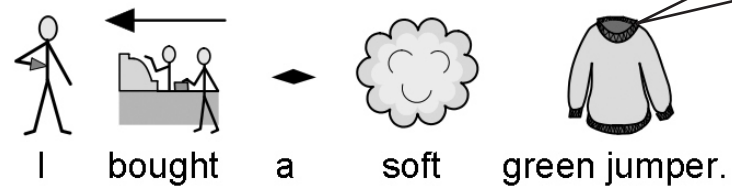
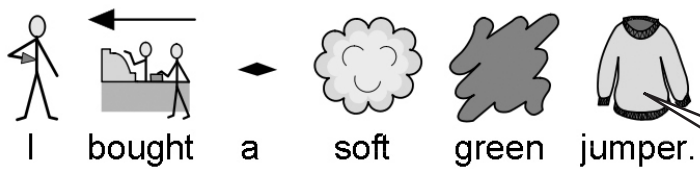
Type "I bought a soft green jumper." You will see that the symbol for the jumper is red.



2. Click on the red colour you want to change.

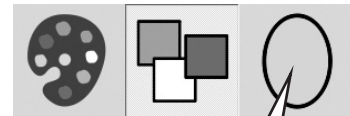
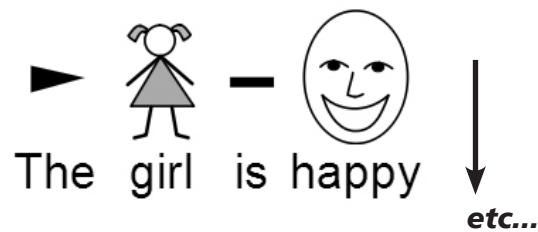
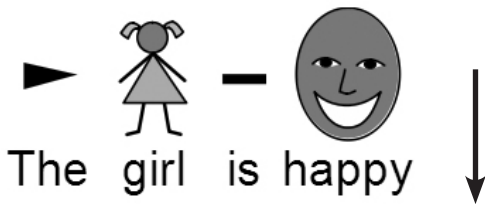
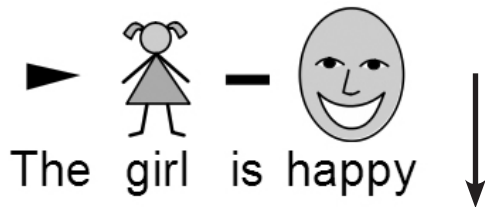


3. Click on the green colour (or choose a different user colour by selecting the appropriate icon). Do this for all the colours you want to change.



## 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.

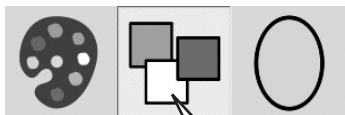


Now press the **skin tone** icon on the toolbar and see the tones change.

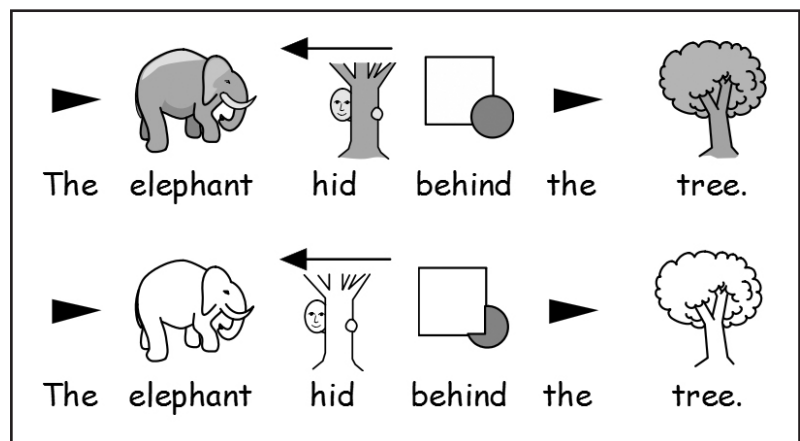
The **skin tone** icon works on highlighted text, or on the symbol where the cursor is.

## 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 document. Also you can control these properties in the stages (p51) that hold the grids for writing. From the **Symbols** menu select **Symbol display...**

The screenshot shows the 'Symbol Display' dialog box with the following sections and callouts:

- Show symbols:** Radio buttons for 'Symbols on', 'Symbols off', and 'Leave as currently set'. Callout: "Select whether you want symbols on or off, or if you want to, leave the current settings unchanged."
- Show symbols in colour:** Radio buttons for 'Colour on', 'Monochrome', and 'Leave as currently set'. Callout: "Select whether you want symbols in colour or monochrome, or if you want to, leave the current settings unchanged."
- Skin tones:** A row of six color swatches followed by a 'Leave as currently set' radio button. Callout: "Select the skin tone, or if you want to, leave the current settings unchanged. Click in the radio button under the colour you want."
- Symbol line colour:** A 'Click to choose line colour' button with a black square and a 'Leave as currently set' radio button. Callout: "Click on this button to select the line colour of symbols, or if you want to, leave the setting unchanged."
- Apply to:** A checked checkbox for 'Writing Document'. Callout: "Click here to apply to everything."

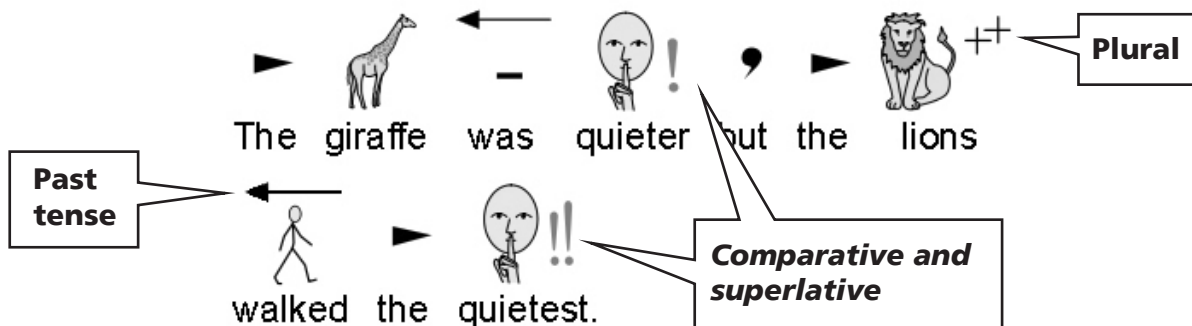
If you open the symbol display when you are in the designer, you will have an extra section to set the display on **stages** as well as the document. The grey areas show the position of the **stages**.

The close-up shows the 'Apply to' section with the following callouts:

- Checked checkboxes for 'Everything' and 'Selected stages'. Callout: "Click here to apply to everything."
- A visual representation of stages as grey rectangles. Callout: "Click on any **stages** where you want the settings to operate."
- Checked checkbox for 'Writing Document'. Callout: "Click here to apply the settings to the document."

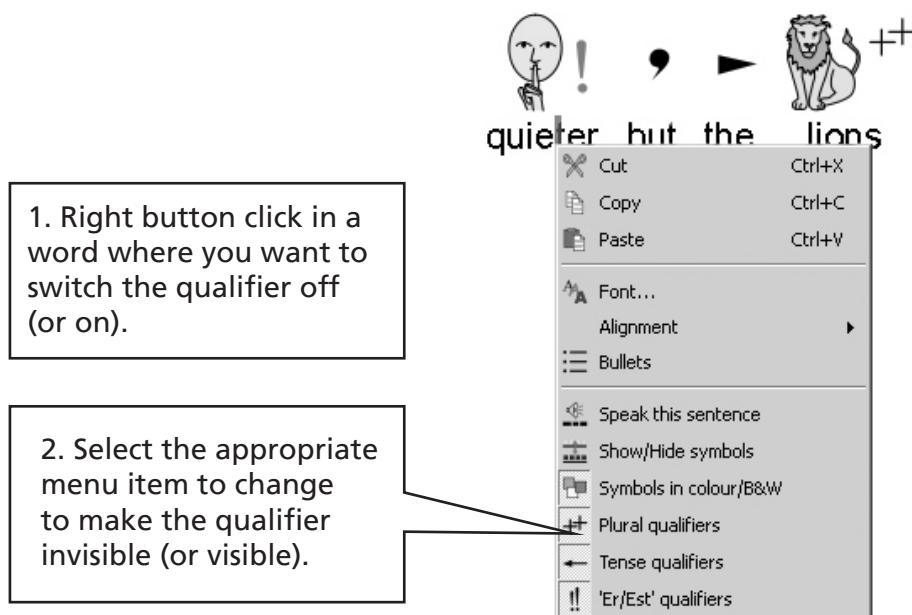
## A2.9 Qualifiers

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



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.

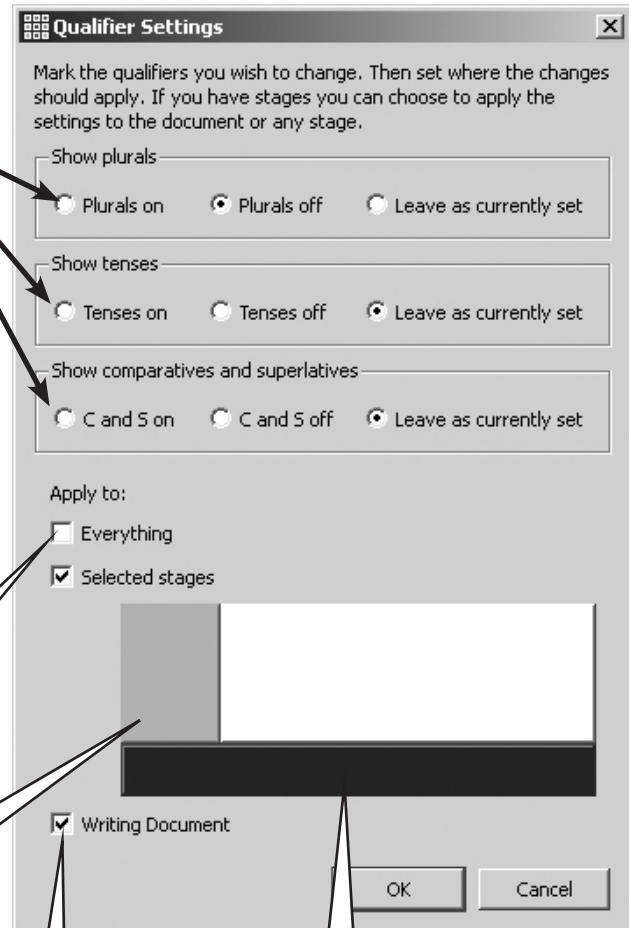
If you only have a Writing Document you do not see the representation of any stages.

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 writing document.



**NB** The selecting **Stages** tool is only available in **Environment Designer** mode when you have stages setup.

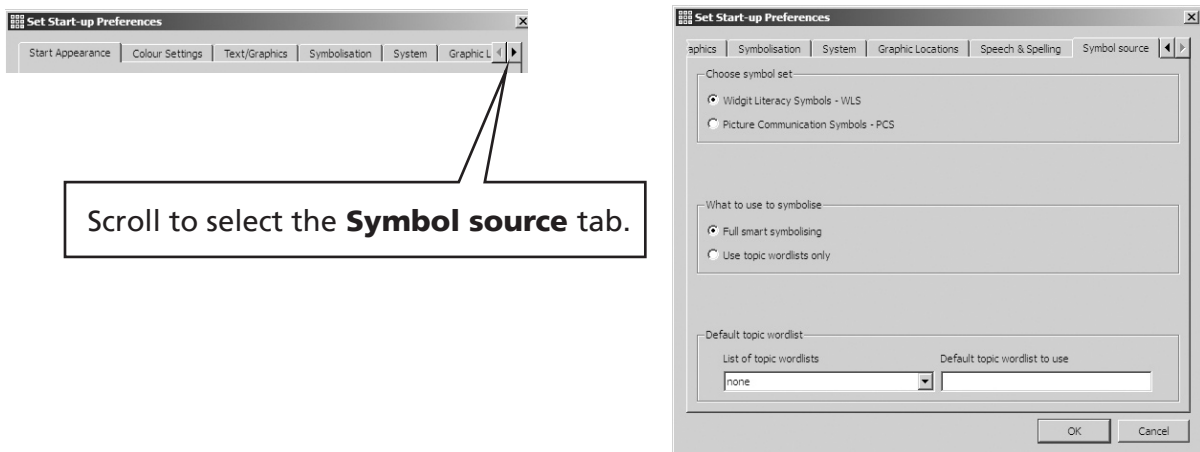
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## A2.10 Symbol sets

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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 p119.

The default symbol set can be set from the **Preferences** menu. From the **Tools** menu select **Preferences**. In this dialog box, there are some additional tabs that are hidden when the box opens. Click on the little right arrow to scroll to the additional tabs.



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## A2.11 Languages

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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:

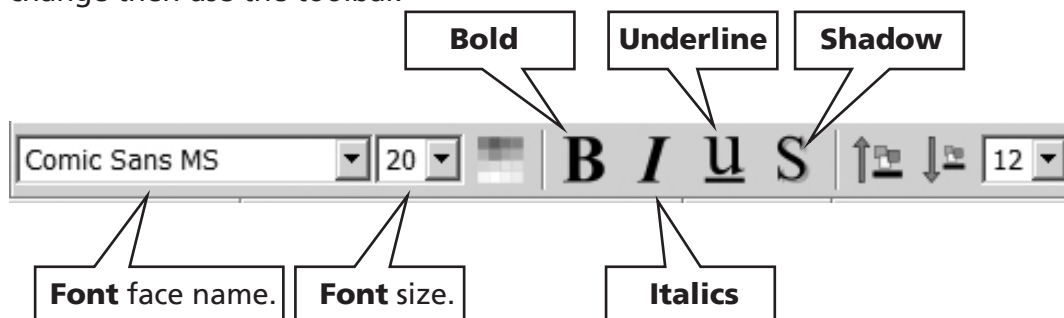
There are a variety of toolbar arrangements supplied with the program to deal with users at different levels. Not all functions are available on any particular arrangement. In this section we show a range of toolbar buttons that can be used. It is possible to make your own arrangement of toolbars as described in section C2 p101. 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.

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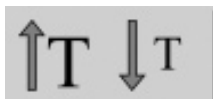
## A3.1 Changing font

---

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.



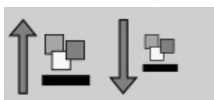
These buttons allow you to increase or decrease the font size.

---

## 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.

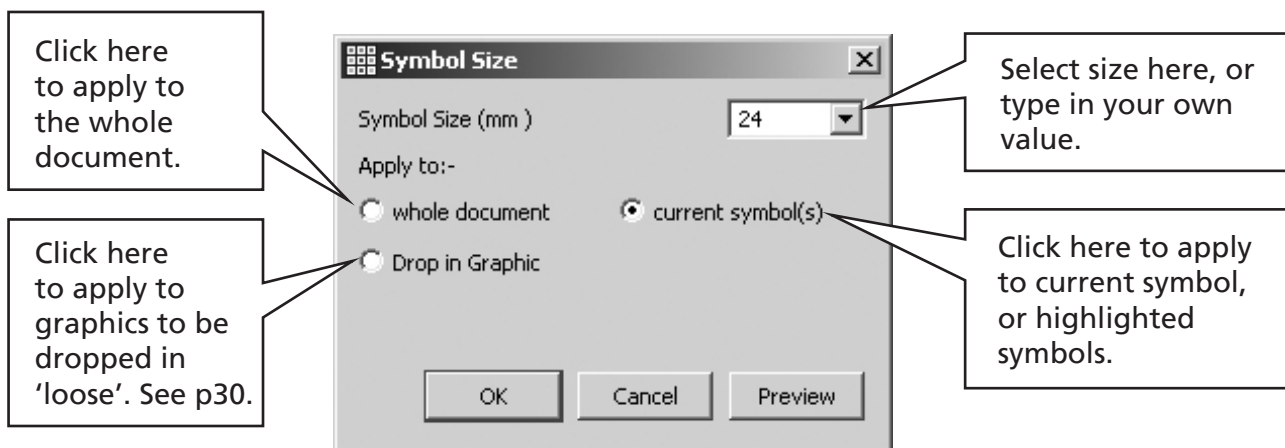
## A3.3 Changing the symbol size

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**.



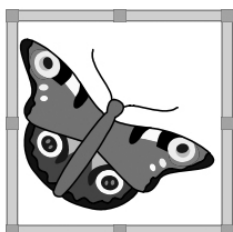
Some toolbar arrangements may have the following alternative for controlling symbol size.

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 p30.

## 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 leading (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.

The screenshot shows the 'Paragraph Settings' dialog box with the following sections and callouts:

- Alignment:** Three icons for Left, Centre, and Right alignment.
- Indent:** 'Less' and 'More' buttons with a numeric input field showing '0'.
- Bullet Points:** 'On' and 'Off' buttons.
- Leading:**
  - 'Spacing between words or symbols': A numeric input field with the value '3'. Callout: "Use this to change the horizontal spacing between words or symbols."
  - 'Line spacing': A numeric input field with the value '3'. Callout: "Use this to change the vertical spacing between lines."
  - 'Apply to:': A dropdown menu currently set to 'Current Paragraph'. Callout: "Use this to say if the changes apply to the whole document or just the current paragraph."
  - 'Extra space between paragraphs': A numeric input field with the value '2'. Callout: "Use this to change the extra spacing between paragraphs."
- Buttons:** 'Save these leading values as default', 'OK', and 'Cancel'.

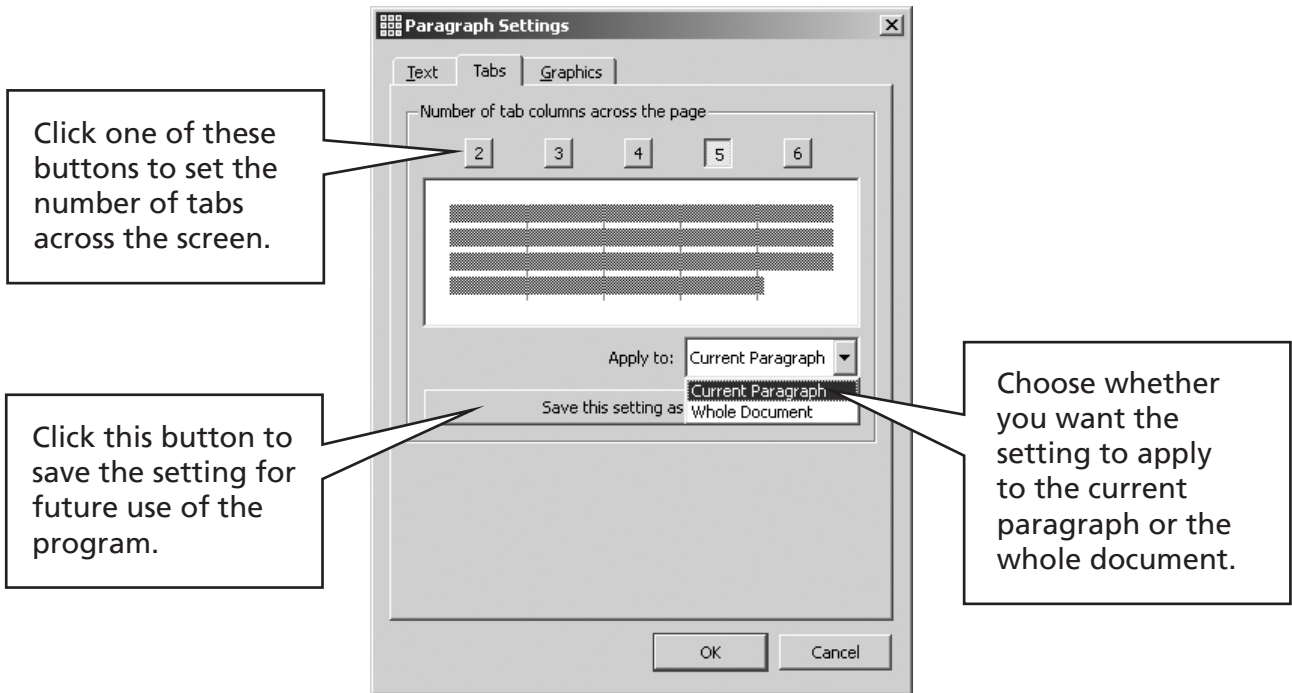
Callout for the 'Save these leading values as default' button: "Click this button if you want these settings to apply to future use of the program."

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## A3.6 Tabs

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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.



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## A3.7 Bullets

---

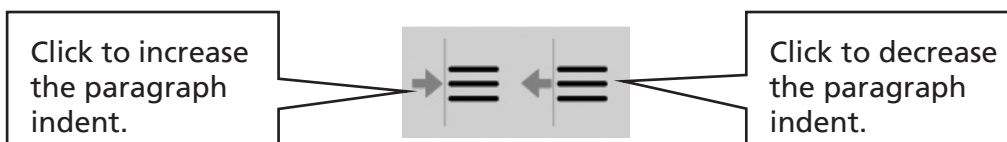


To apply **bullets** to any paragraph (or highlighted set of paragraphs), simply click the **bullet** icon to switch the **bullets** on and off.

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## A3.8 Indents

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## A3.9 Aligning



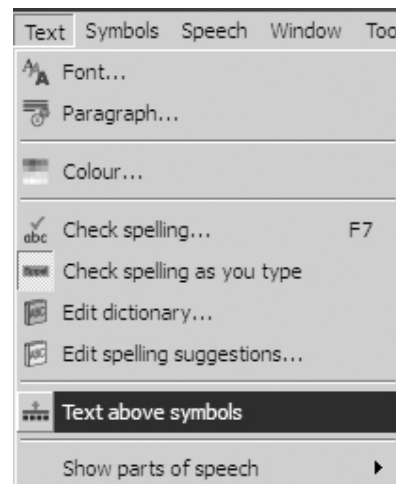
Text in paragraphs can be aligned left, centre or right using the standard icons.

## 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 section C1. Start-up preferences.

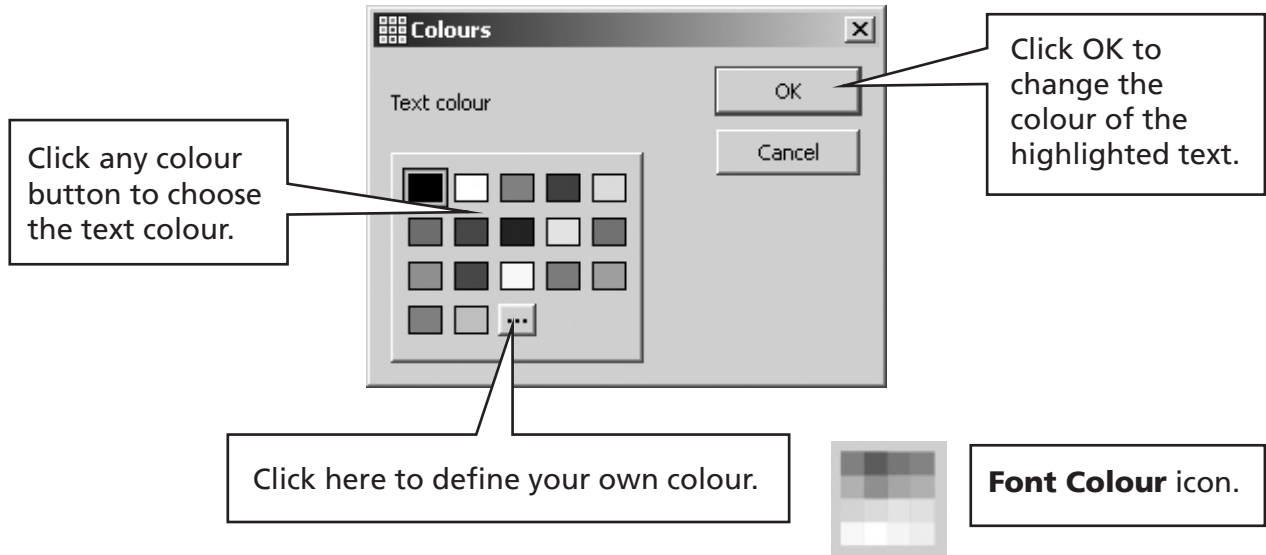
**Text on top icon.**



There is a toolbar icon which you can add to your toolbars if you regularly want to use this feature. Section C2. Toolbars describes how to change the toolbars.

## A3.11 Text Colour

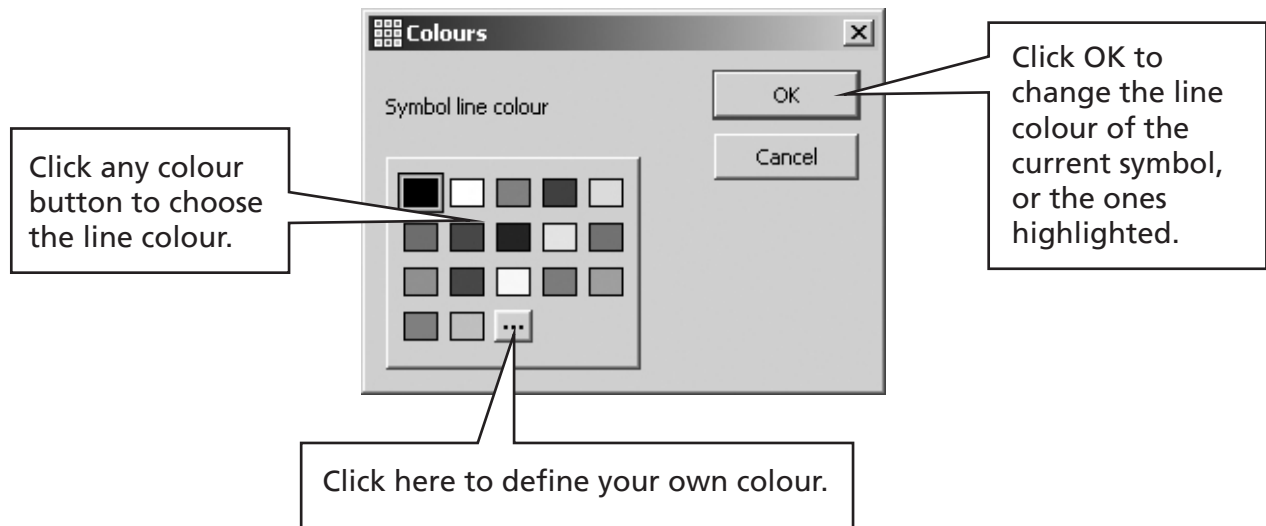
You can change the text colour for any highlighted text. You can bring up the colour dialog box from the colour button or from the **Text** menu select **Colour...** The dialog will only appear if the cursor is in some text.



## A3.12 Line colour of symbols

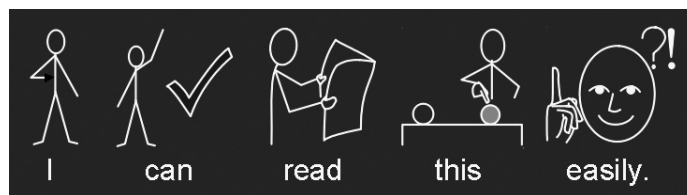
You can change the line colour of symbols. This is most useful with monochrome symbols to assist with visual impairment.

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.



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 p35)



# 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".

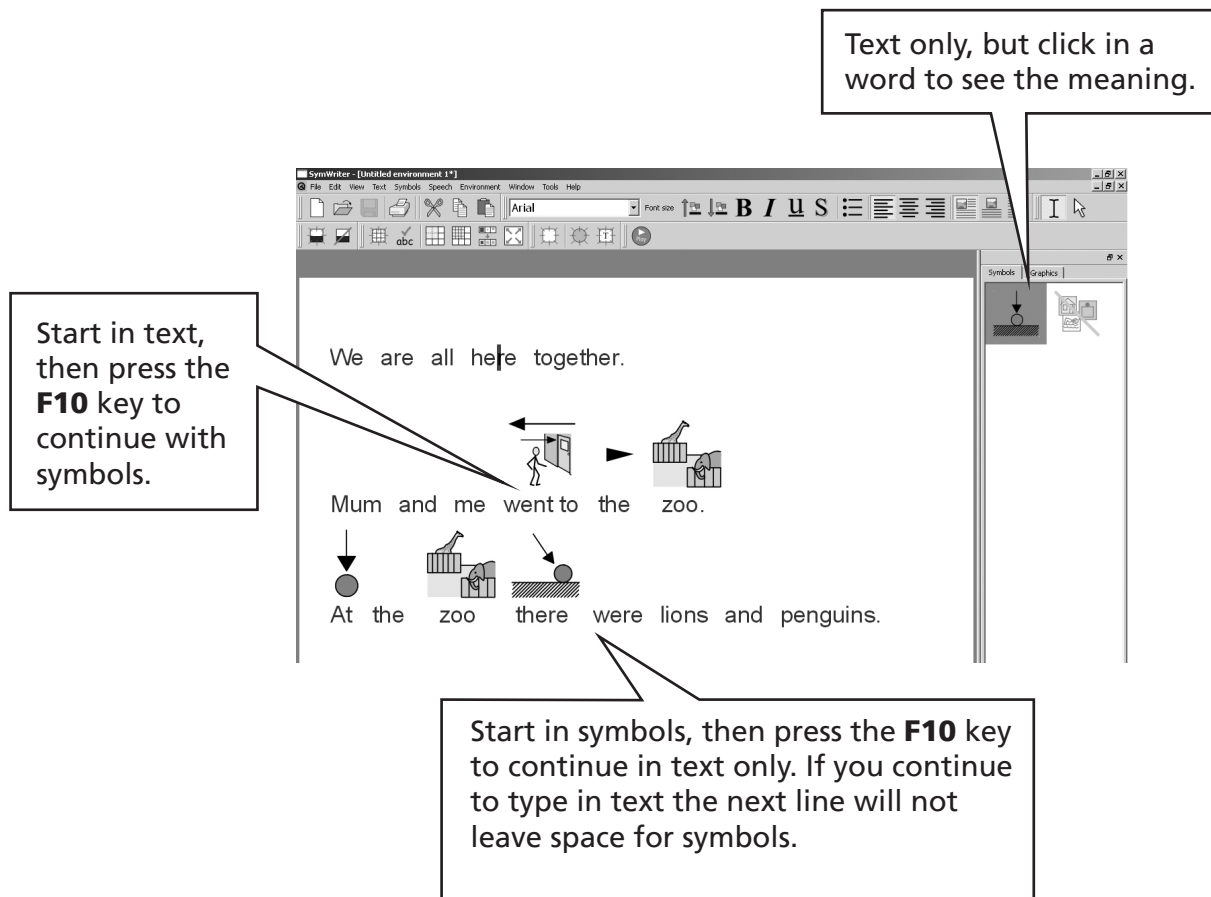
Voltage is the electrical "push" trying to send the current round the circuit

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**.



## A4.4 Marking verbs and nouns

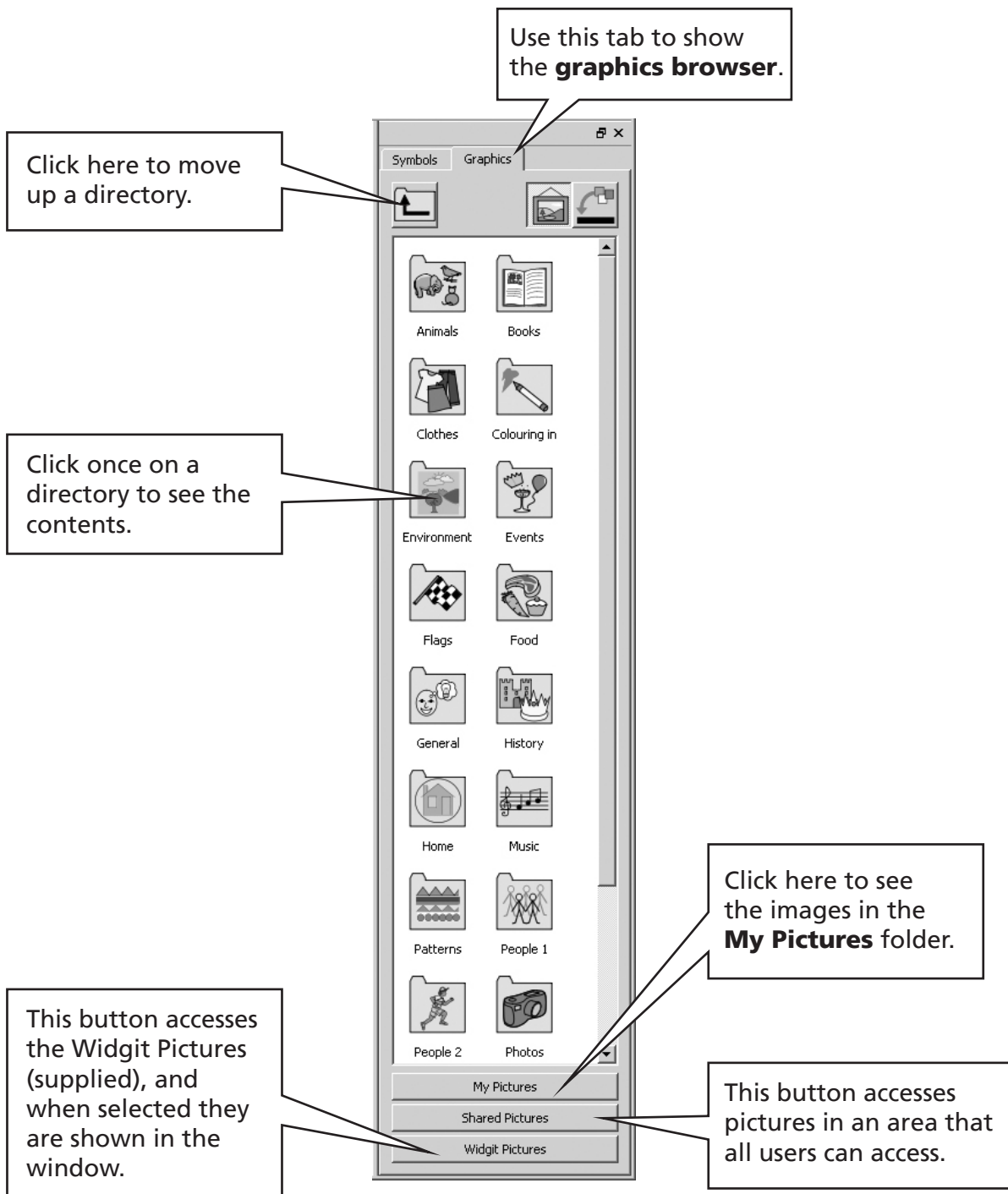
It is possible to colour the text for each noun in blue and each verb in red. This works on a paragraph by paragraph basis. From the **Text** menu select **Show parts of speech**. You can then choose to mark the **Nouns**, mark the **Verbs**, or **Remove marks** so setting all text colour to black.

You can also put these actions in a grid cell. The way of adding actions is described in section B5. Using actions p77. 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 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.

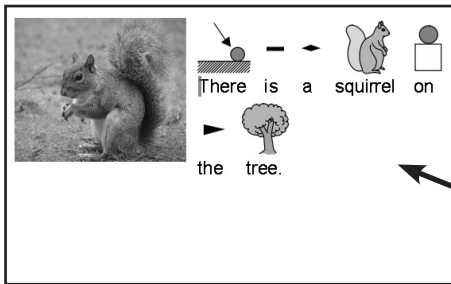
The graphic will be dropped to the left, centre or right of the screen, depending where you click, and the text will wrap around the picture. The next section shows you how to change which side the text wraps when the picture is in the centre.

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

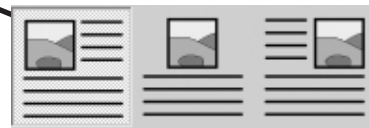
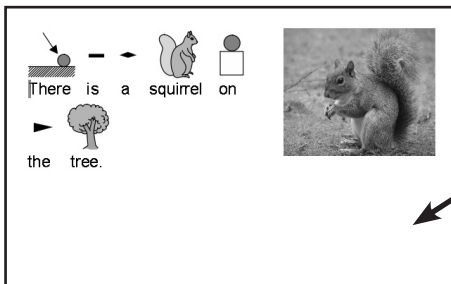
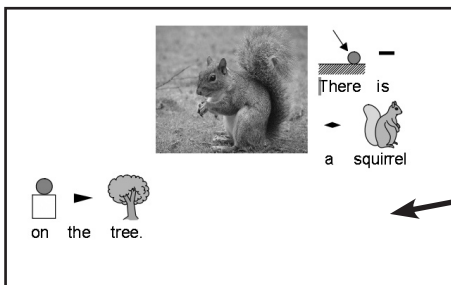
To put the squirrel in a paragraph of its own, put the cursor before the first letter, i.e. before the T of "There", and press the **Enter** key.

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

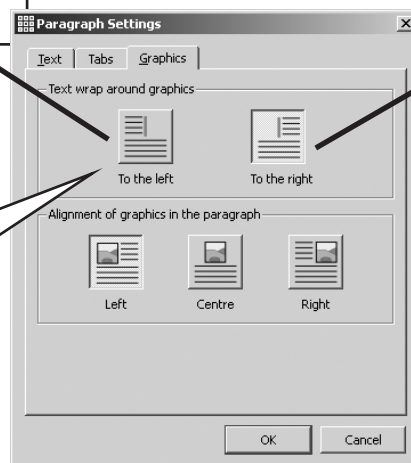
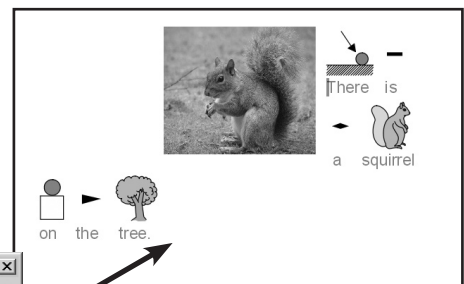
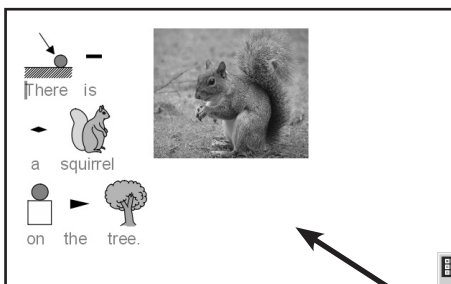
## A5.2 Aligning



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.



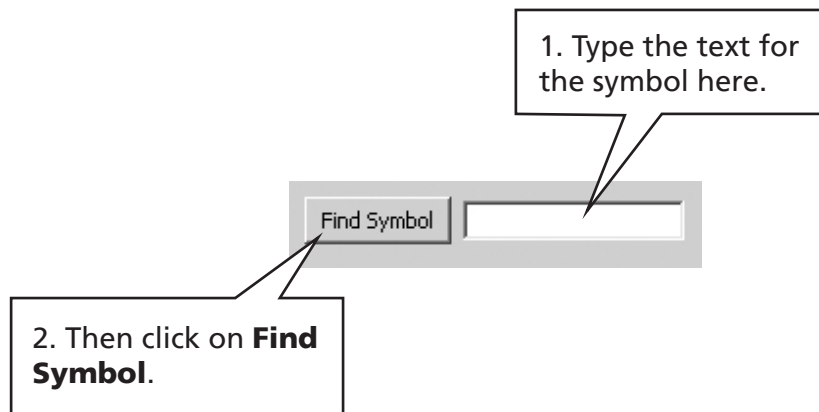
---

## 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:



This is also a useful way to 'brainstorm' the symbols available so as to find one that might be suitable for a particular word

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## A5.4 Storing your own pictures

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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**.

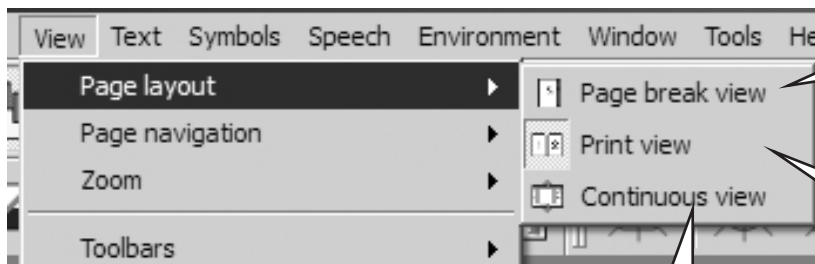
If you want to change the location of either of these areas, then you can do so as described in section C1. Start-up preferences.

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.



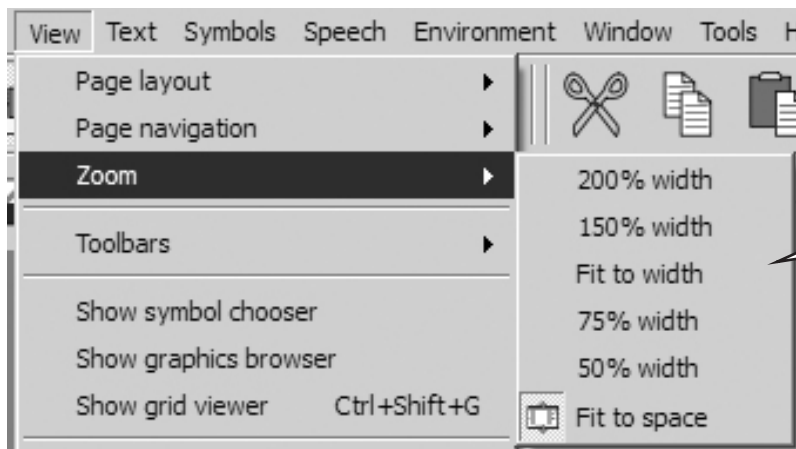
**Page break view**  
Shows the pages vertically under one another with a clear division between them.

**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.

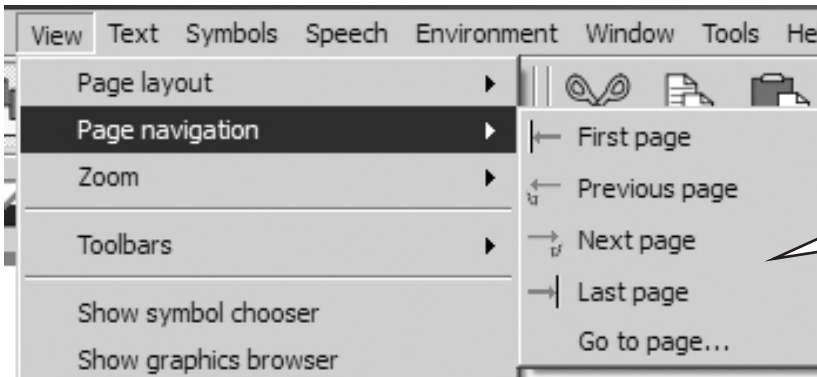
## A6.2 Zooming



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

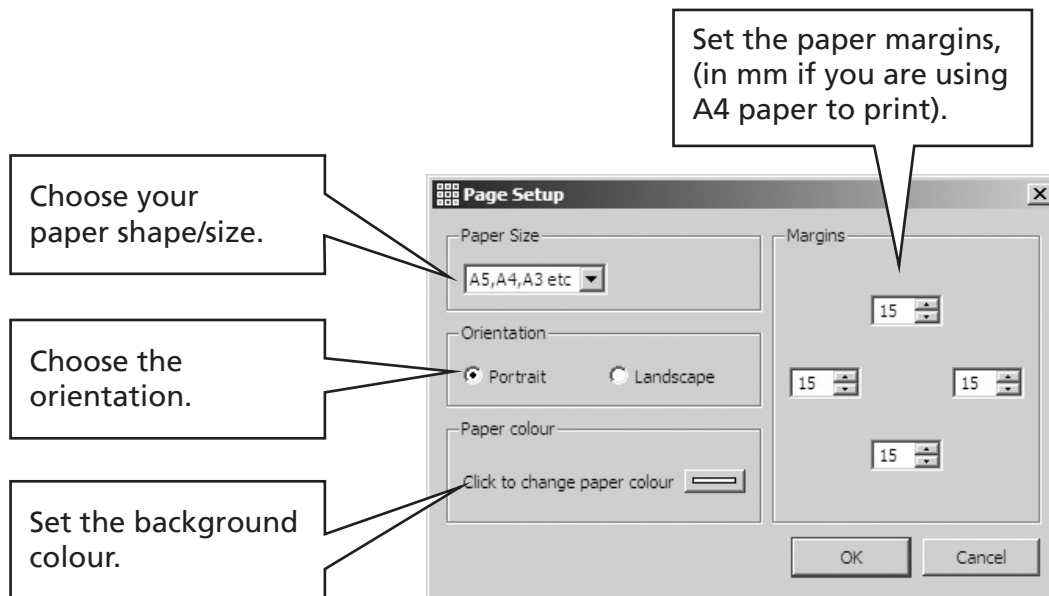
Operates in Print View only.



Use these items to navigate the pages. These items can also be placed on toolbars. See section C2. Toolbars p101

## 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...**



To set defaults see the section C1. Start-up preferences.

# A7. Saving and opening documents

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The distinction between documents and environments is described in section B3.1 Documents and Environments p63. 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.



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## A7.1 Auto-saving

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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 p34.

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.



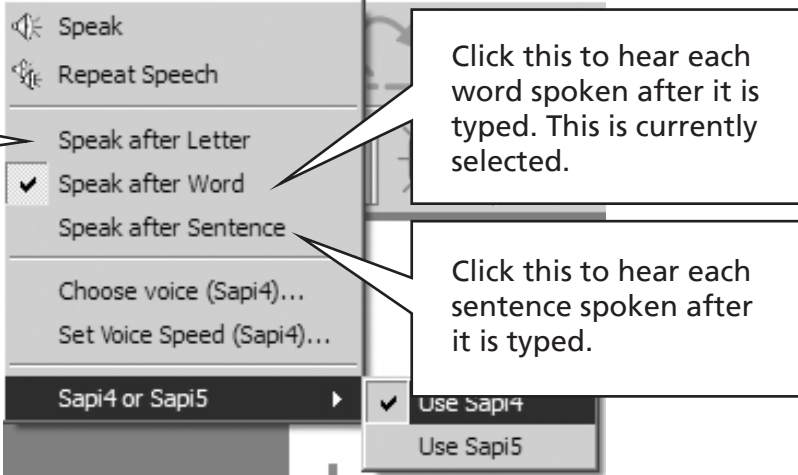
If you mis-hear any speech, click here for it to be repeated.

## 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.

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



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.

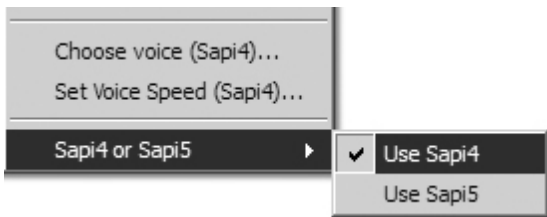
## A9.3 Voice selection

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

A Sapi5 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 Sapi4**.

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



## A9.4 Setting Sapi4 voices

The diagram illustrates the process of setting Sapi4 voices in SymWriter. It features a central menu screenshot with callout boxes and arrows pointing to specific actions:

- Speech Menu:** Shows the 'Speech' menu with options: 'Speak', 'Repeat Speech', 'Speak after Letter', 'Speak after Word', 'Speak after Sentence', 'Choose voice (Sapi4)...', 'Set Voice Speed (Sapi4)...', and 'Sapi4 or Sapi5'.
- Callout 1:** A box pointing to 'Set Voice Speed (Sapi4)...' with the text: "Select this to enable you to change the speed of the **Sapi4** voice."
- Callout 2:** A box pointing to 'Choose voice (Sapi4)...' with the text: "Select this to get a list of the **Sapi4** voices on your machine, and choose the one you want."
- Set voice speed for SAPI4 Dialog:** A dialog box titled 'Set voice speed for SAPI4' showing a dropdown menu with 'Jane' selected and a slider control between 'Slow' and 'Fast'. A callout points to the slider with the text: "Use the slider to change the speed."
- Choose the voice for SAPI4 Dialog:** A dialog box titled 'Choose the voice for SAPI4' showing a list of voices: Mary, Laura, Jane, Jennifer, Isabel, Ingrid, Mary (highlighted), Mary (for Telephone), Mike, Mike (for Telephone), and Sam.

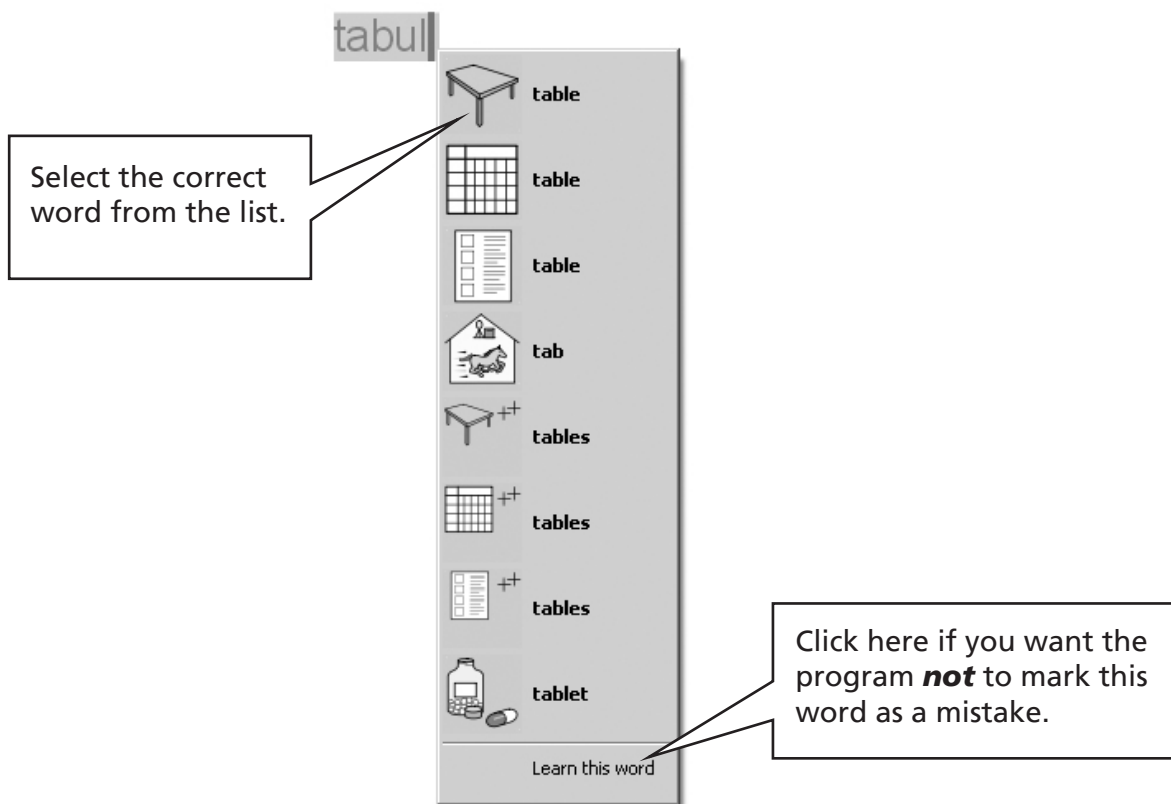
# A10. Spelling

## 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.





## 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.

The screenshot shows a 'Spelling Suggestions' dialog box with the following components and callouts:

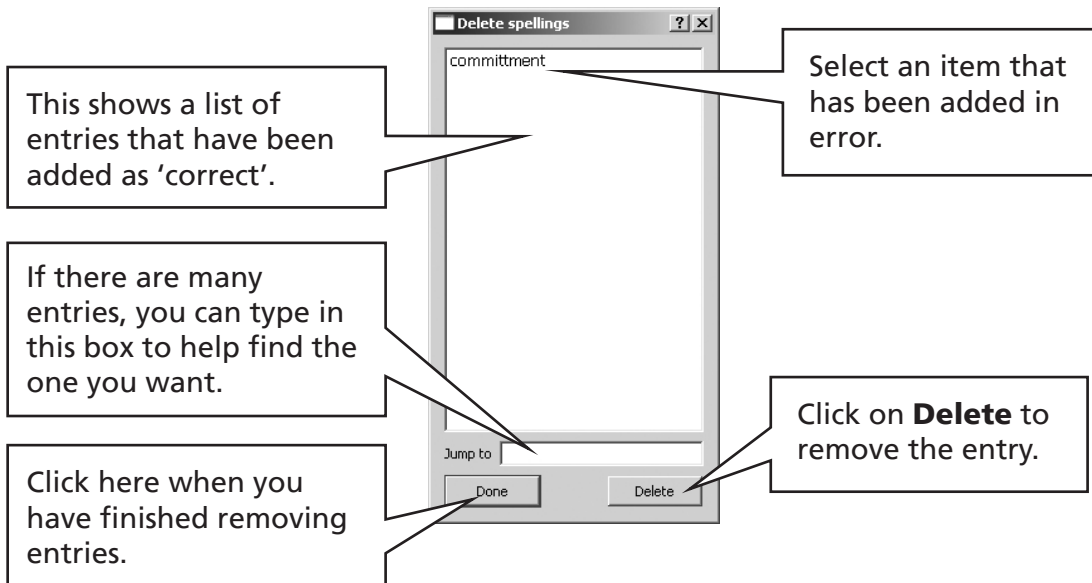
- 1. Click on a word to try.** Points to the list of suggestions for the unknown word 'tabul'.
- 2. Click to hear the selected word.** Points to a speaker icon next to the 'Word to try' field.
- 3. Click to see the selected word in the document.** Points to the 'Try' button.
- 4. Click to hear the sentence containing the selected word.** Points to the 'Hear the sentence' button.
- When OK click here to review the next mistake.** Points to the 'Go to next mistake' button.
- Click here if you want the program *not* to mark this word as a mistake.** Points to the 'Learn the new word' button.
- Click here when you have finished with the **spell checker**.** Points to the 'Close speller' button.

The dialog box itself contains:

- Unknown Word: tabul
- List of suggestions: table (with table icon), table (with grid icon), table (with document icon), tab (with house icon), tables (with table icon), tables (with grid icon), tables (with document icon), tablet (with pill icon), tablet (with tablet icon).
- Word to try: [ ]
- Try: Try the new word, Hear the sentence, Back to original word, Go to next mistake.
- Learn the new word, Close speller.

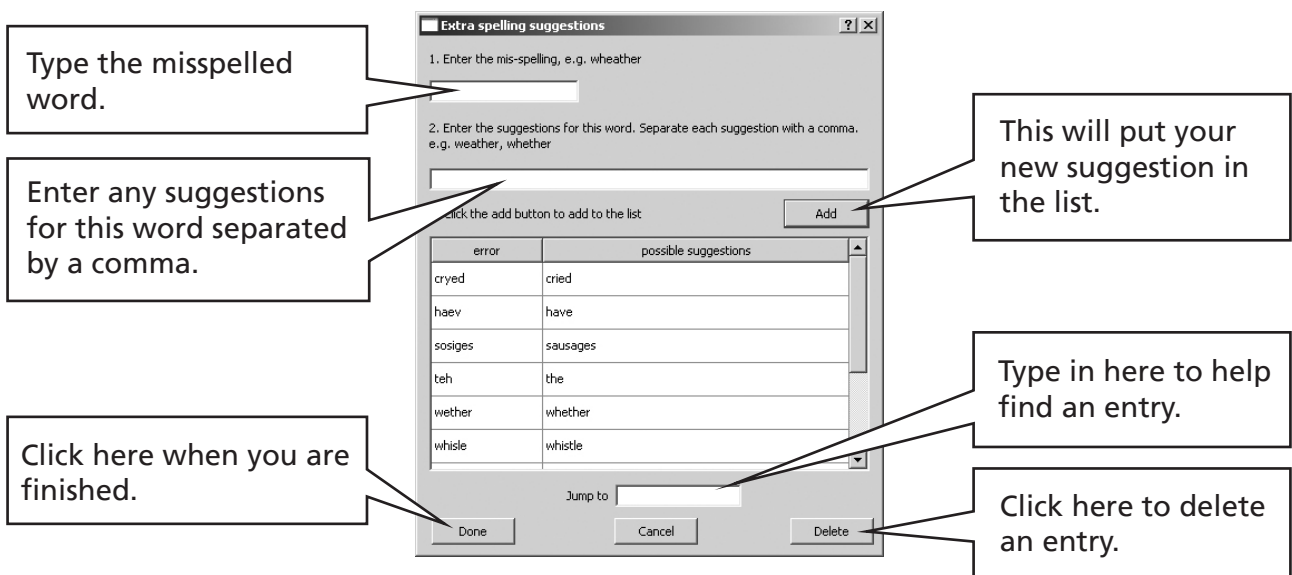
## A10.4 Deleting extra 'correct' words

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...**



## 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....**



# A11. More advanced features

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## 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 two types of wordlist:

(a) 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.

(b) User wordlist.

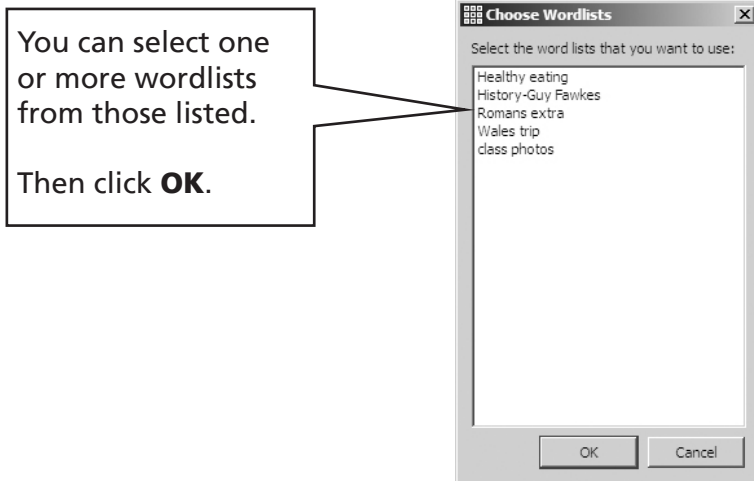
This is a set of wordlist changes that are personal to the currently logged-on user. This list is automatically loaded when the program opens.

---

## A11.2 Loading a Topic wordlist

---

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



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 Topic wordlist folder (Appendix 1 Location of files p117).



There is more information and utilities for managing wordlists at [www.widgit.com/symwritersupport](http://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.

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## A 11.3 Setting a default Topic wordlist

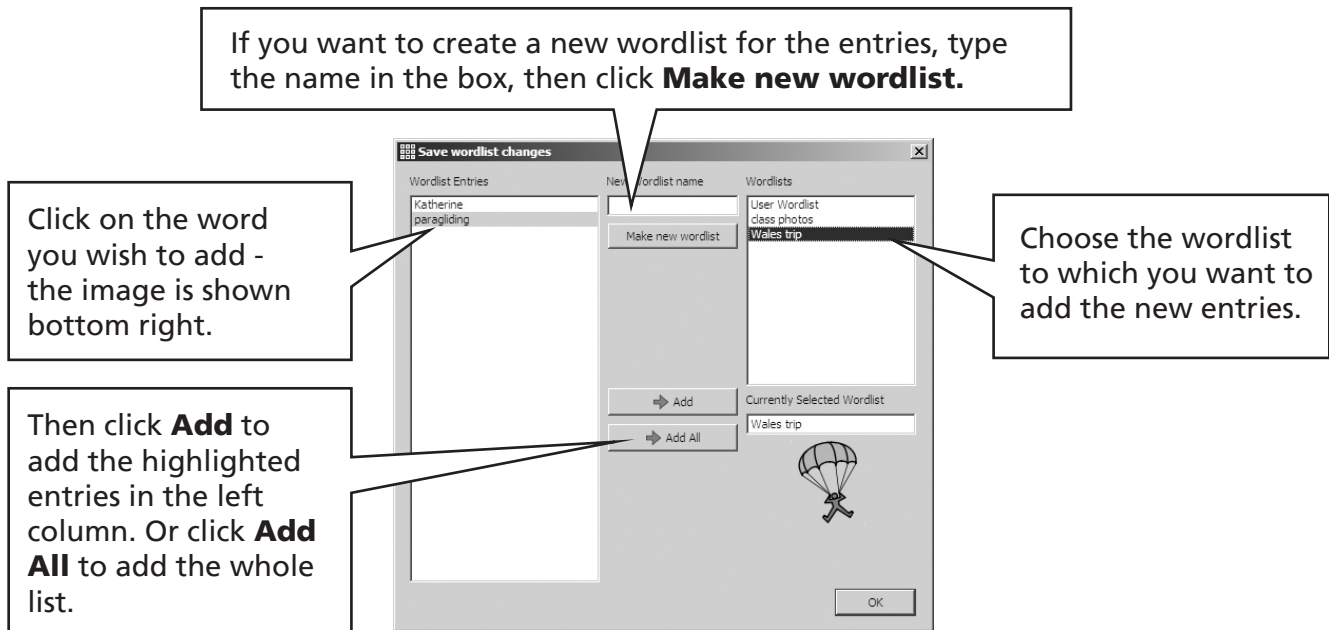
---

You can choose to set one default Topic wordlist so that this list is automatically opened when the program is launched. This is done from the **Symbol Source** dialog, under **Preferences**. See C1. Start-up preferences.

## A11.4 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...**



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.

## A11.5. Transferring wordlists and graphics

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### Transferring wordlists and personal graphics from one machine to another

(a) 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.

(b) 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.

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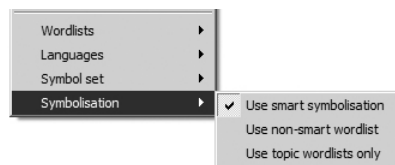
## A11.6 Choosing how to symbolise

---

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, 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 full symbolisation**, **Use non-smart wordlist** or **Use Topic 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.



There is more detailed information on wordlist and how they may be edited on the website at [www.widgit.com/symwriter](http://www.widgit.com/symwriter)

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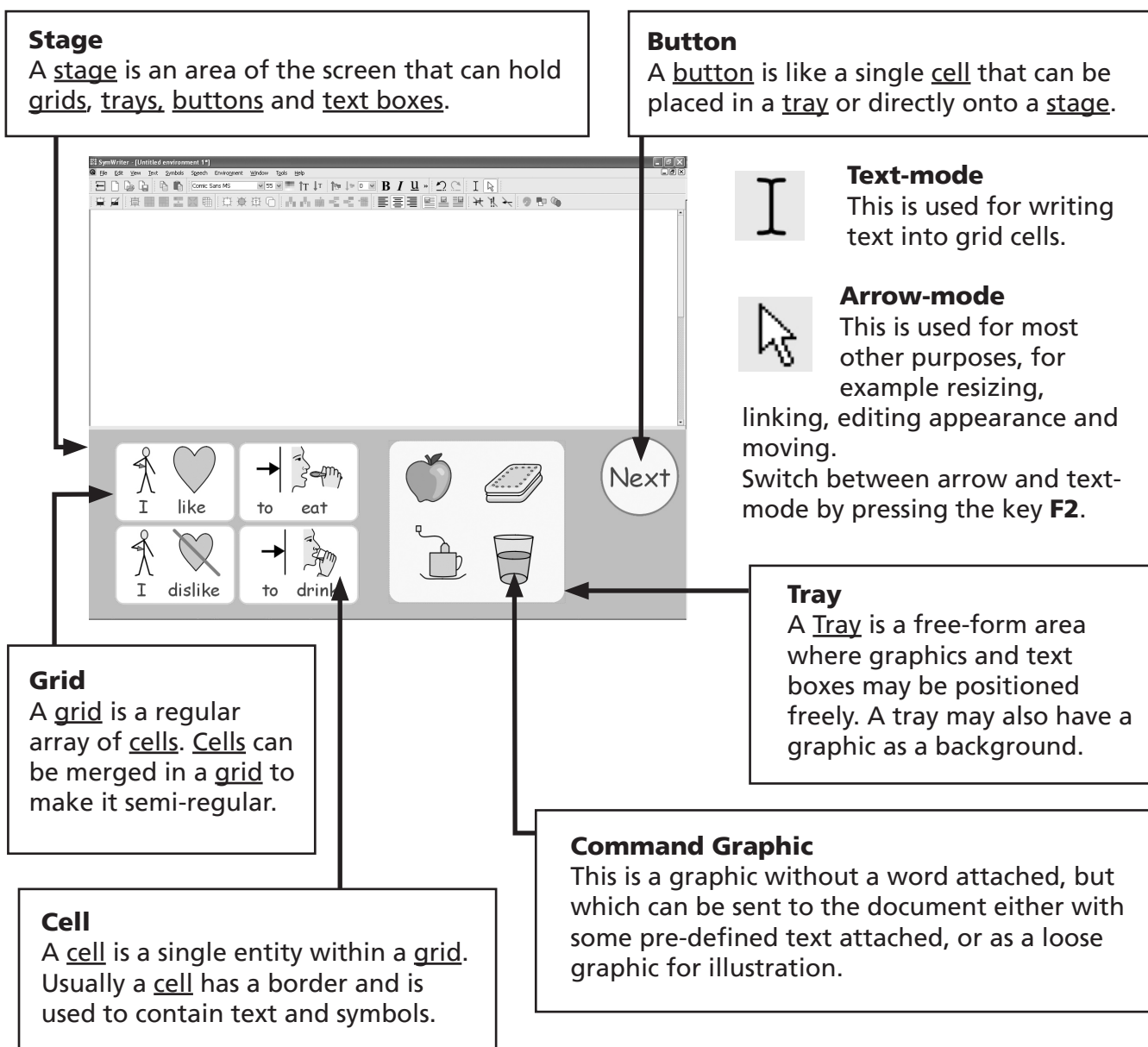
## A11.7 Creating an empty topic wordlist

---

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.

## 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:



Section B1 gives examples of environments to provide you with an overview of the possibilities.

Section B2 deals with many features of grid creation and editing. It deals with all the features that apply to a single grid.

Section B3 and onwards describe how the arrangements of grids can be extended and how the environments containing the arrangements can be saved and used.

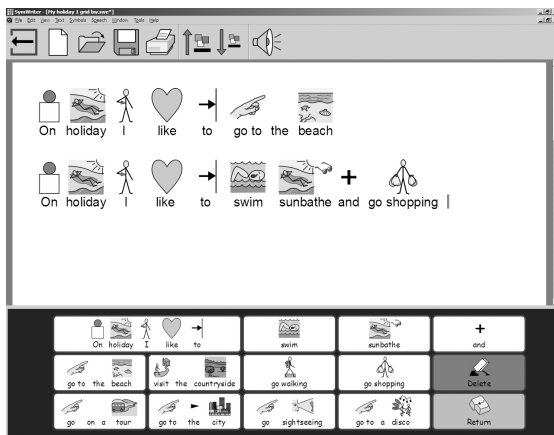


# B1. Examples of what you can do

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

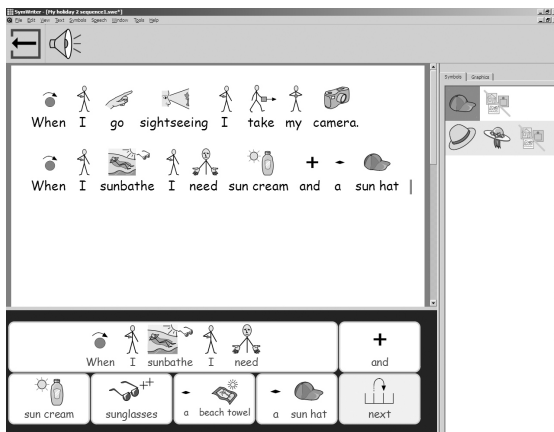
### Simple writing grid with symbols



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.

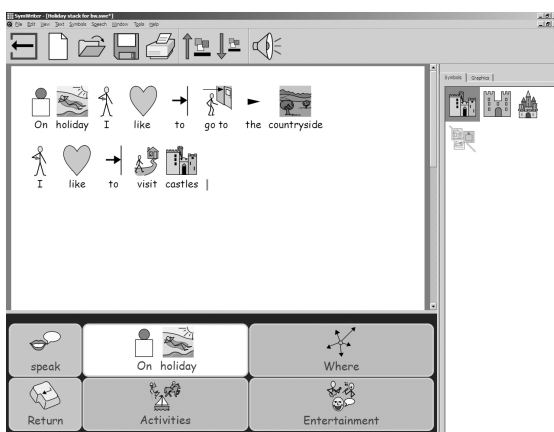
In this grid there are two cells that have actions instead of vocabulary. The Delete cell deletes the previous word, and the Return cell sends a paragraph return.

### A sequential series of grids

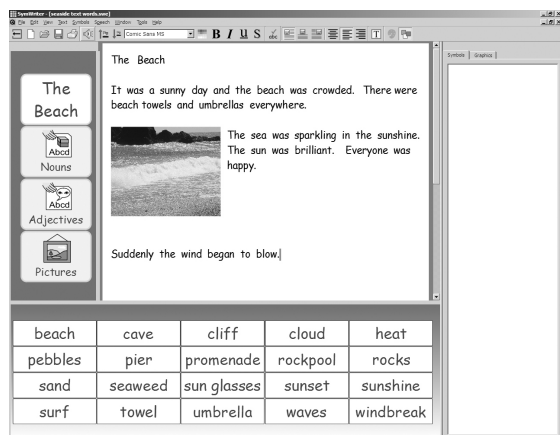


This environment is for structured writing. It has a number of grids that are linked sequentially, using the "next" cell.

### Linked grids with a menu

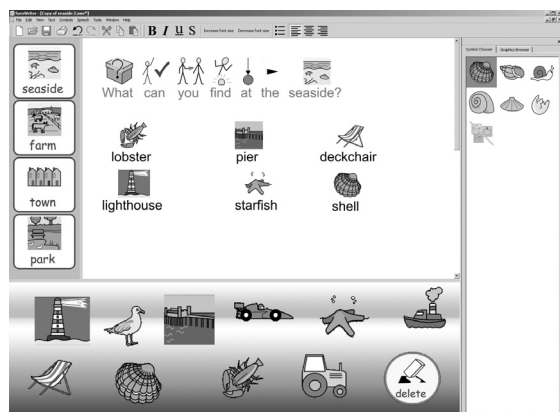


This activity has a menu grid with three cells that link to secondary grids to give increased vocabulary. The secondary grids in this environment each have a cell that links back to the menu.



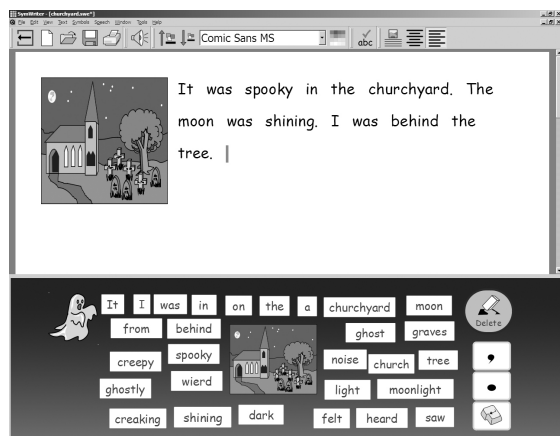
### Text grids

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.

There is also some information in the 'Getting Started with Grids' tutorials which give you a step-by-step guide to making some useful environments. These can be found on the web site – click on **Visit the web** button from the launcher.

## B2. Making a grid

This section describes the range of features that can be used to prepare a grid for use in making writing selections. In most cases only a fraction of this is needed in any particular case.

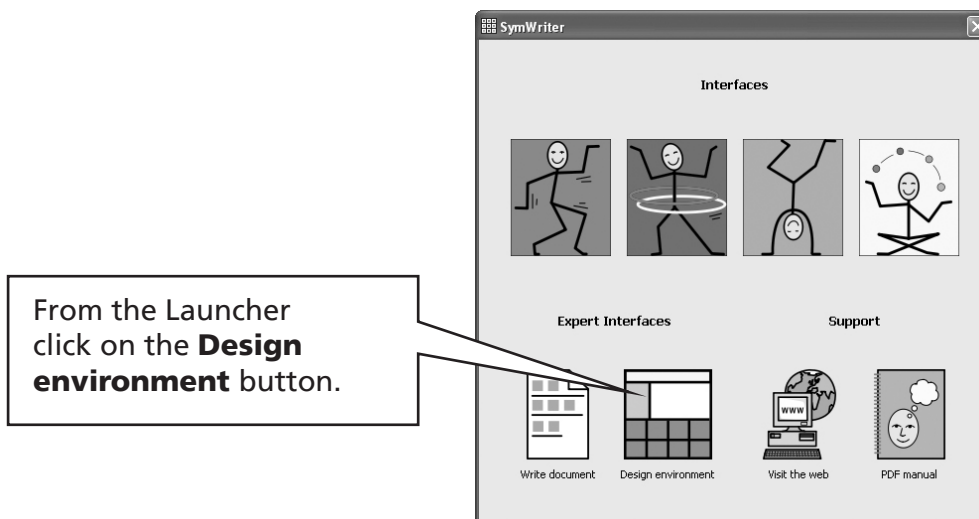
The **Getting Started With Grids** worksheets provide a step by step guide with the key features needed for making basic environments. You can find these under the Help menu in the folder Getting started.

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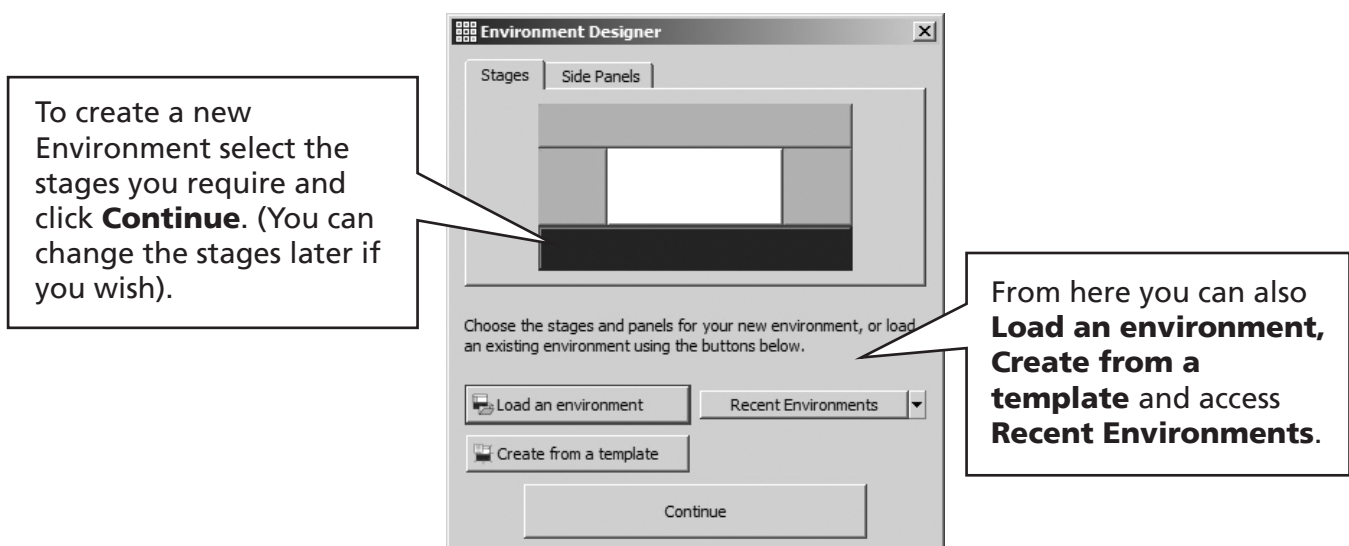
### B2.1 Starting in Design-mode

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To create Environments you need to start SymWriter using the Design environment button.



This will open the Environment Designer dialog.



## B2.2 Choosing the layout of a grid

When working with grids and stages there are two modes to use:

- (a) Text-mode. This is used for writing text into grid cells.
- (b) Arrow-mode. This is used for most other purposes, for example resizing, linking, editing appearance and moving.

The mode is changed by clicking on the Text icon

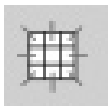


or the Arrow icon



on the toolbar, or by pressing **F2**.

To create grids you need it to be in arrow-mode.



Select the **New Grid** icon from the toolbar, or from the menu choose **Environment, Grids, New Grid**.

The screenshot shows the 'Create grid' dialog box with the following callouts:

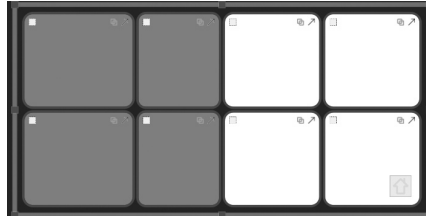
- Set the number of columns.** (points to the 'Columns' spin box, which is set to 2)
- Set the number of rows.** (points to the 'Rows' spin box, which is set to 2)
- Select whether you want symbols and text, or just text in the cells. (You can change this from cell to cell later).** (points to the 'Size Cells for' section with radio buttons for 'Symbols and Text' and 'Just Text')
- Click here to re-load the system default colours etc.** (points to the 'Load Defaults' button)
- Click here to save the current settings as the system defaults.** (points to the 'Save Defaults' button)
- Click **Create** and you will get a small image of the grid locked to the mouse. You can position a grid at the top, bottom, right or left of the screen. As you move the mouse in these places you will see stages appear in blue ready to receive the grid. Click when you are positioned where you want the grid. The rest of this section assumes a grid is placed at the bottom. (You may already have made a stage ready to receive the grid).** (points to the 'Create' button)

## B2.3 Highlighting cells

Cells can be highlighted to enable the same action to operate on all highlighted cells.

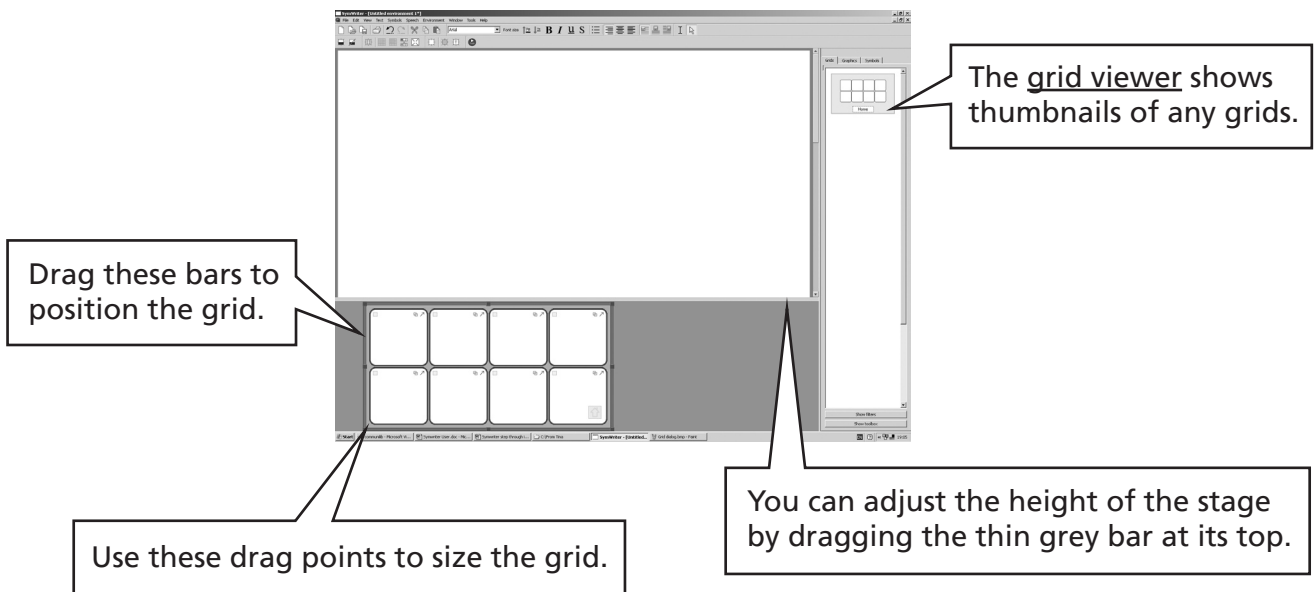
Method 1. Drag across a group of cells.

Method 2. Hold down **Ctrl** and click in each cell you want to highlight.

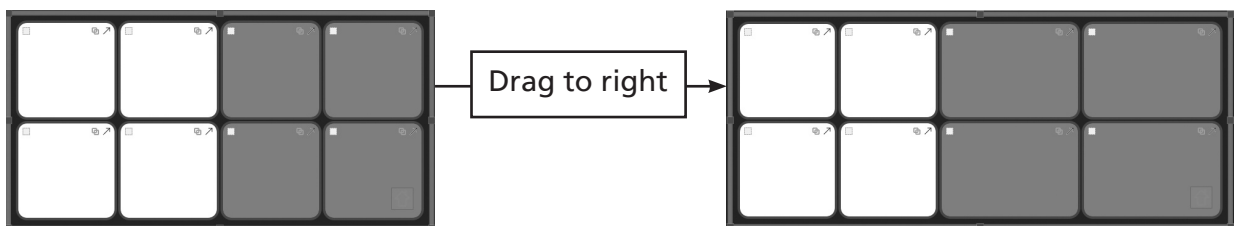


## B2.4 Moving and resizing

In the example below we chose a 4 x 2 grid placed on the bottom stage.



If you highlight a number of complete columns and drag horizontally, then only the columns highlighted will be resized.

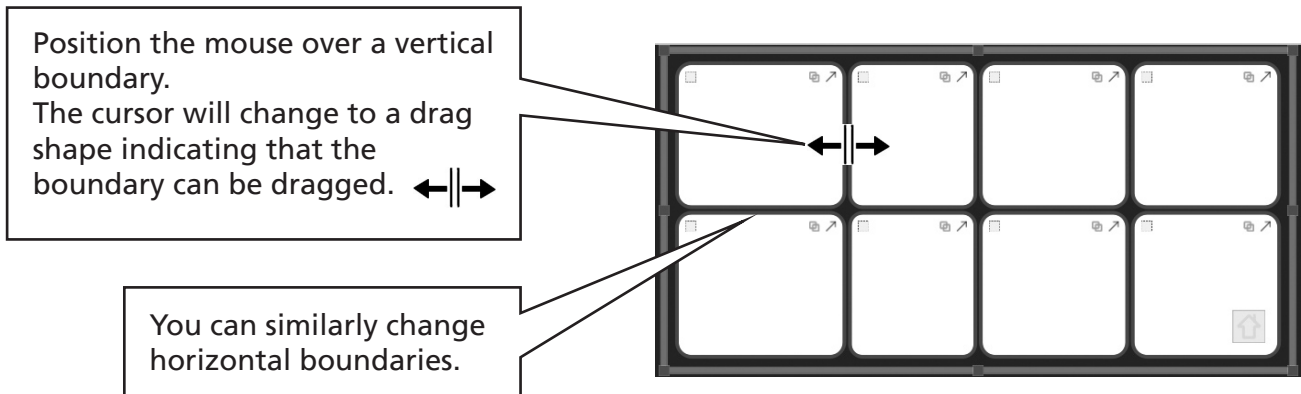


Similarly if you highlight a number of complete rows and drag vertically, then only the highlighted rows will be resized.

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## B2.5 Moving cell boundaries

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## B2.6 Merging cells

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Highlighted cells can be merged. Simply select the **Merge** icon from the toolbar, or from the menu, **Environment, Grids, Merge cells**.

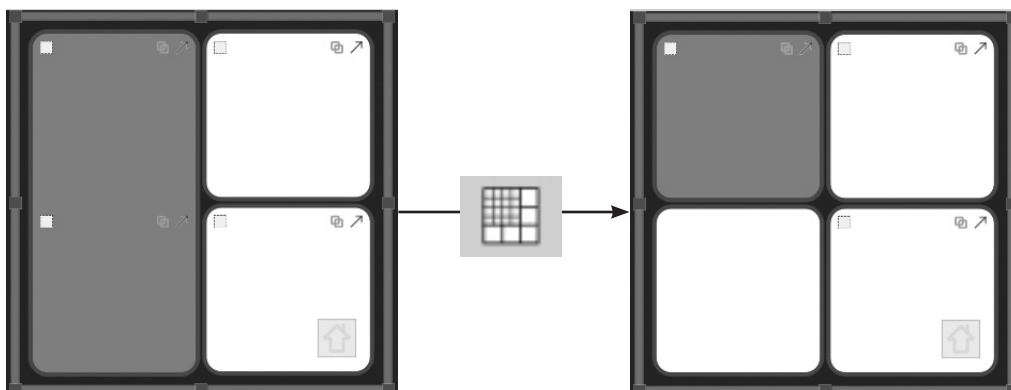


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## B2.7 Breaking up cells

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Cells which have been previously merged can also be broken up. Highlight the merged cell and select the **split cells** icon from the toolbar, or from the menu, **Environment, Grids, Split cells up**. You cannot split cells that have not previously been merged.



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## B2.8 Putting in content

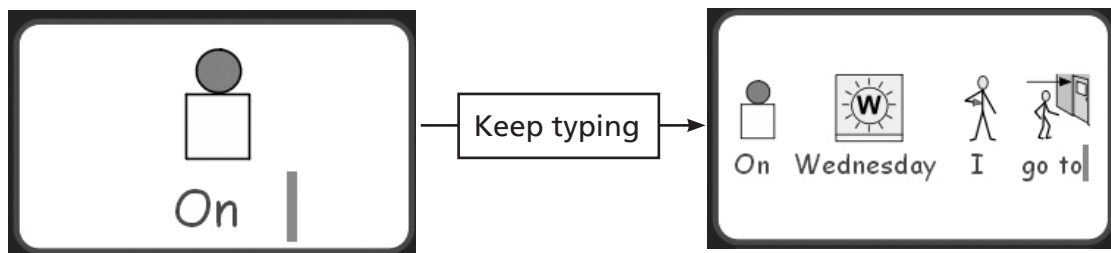
---

To write text into a grid you need the program to be in **text-mode**. When moving and resizing, you need to be in **arrow-mode**. The icons for switching are on the toolbar, or you can press the **F2** key.



Once you are in text-mode you can click in any cell and start writing. The functionality in section A of this manual applies except that the contents of a cell will auto size to fit the grid. Note that in grids **centre align** is often useful.

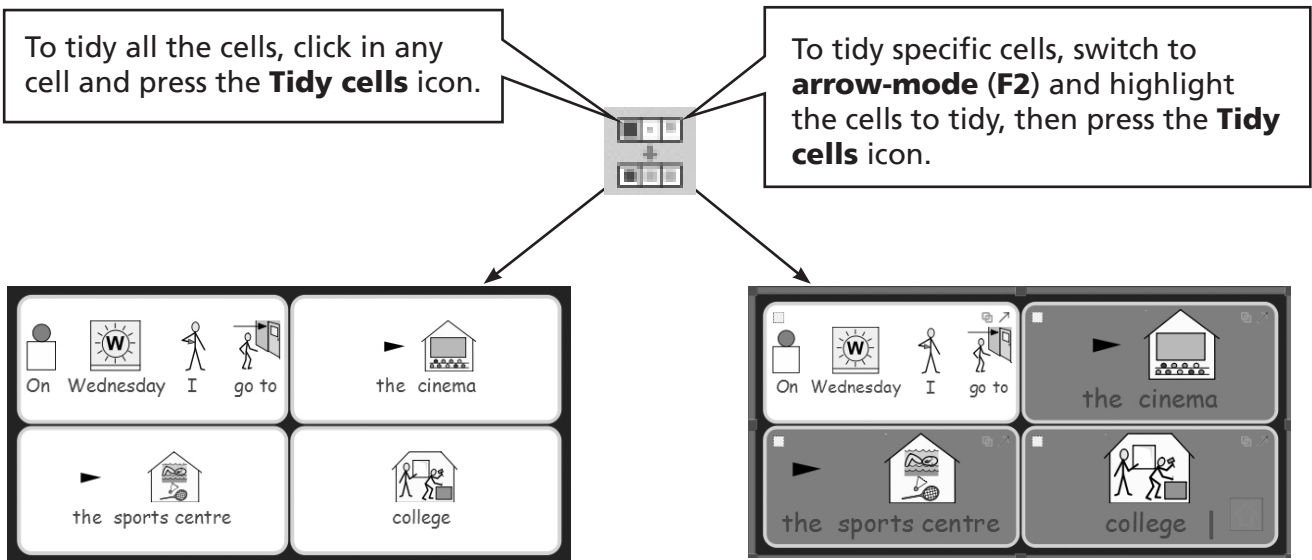
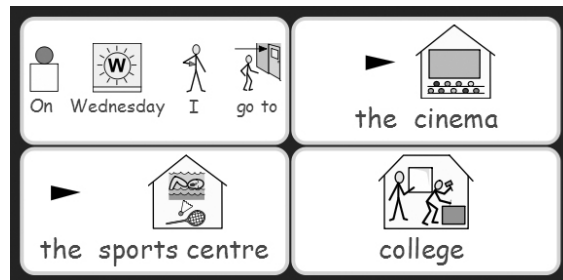
Make a basic square of four cells, and in **arrow-mode** stretch them horizontally a little so that you can type into them. Switch to **text-mode** and in the top left cell, write the following:



## B2.9 Tidy cells function

When typing in a grid it is often the case that the text and graphic sizes often vary in different cells. The tidy cells enables you to get a smart looking layout.

Write the following into the appropriate cells,





## B2.10 Expand to fit

If, after tidying, you want the contents of a cell to fill the cell again, click in that cell and press the **Expand to fit** icon. This can also apply to a group of highlighted cells.

Click in the cell and then press the **Expand to fit** icon.

To expand more than one cell, switch to **arrow-mode (F2)** highlight the cells and press the **Expand to fit** icon.

## B2.11 Rows and columns

You can insert a column to the left or right of the cell which is highlighted or has the text cursor. You can also delete a column.

You can insert a row in a grid either above or below the cell that is highlighted or which has the text cursor.

Delete a row.

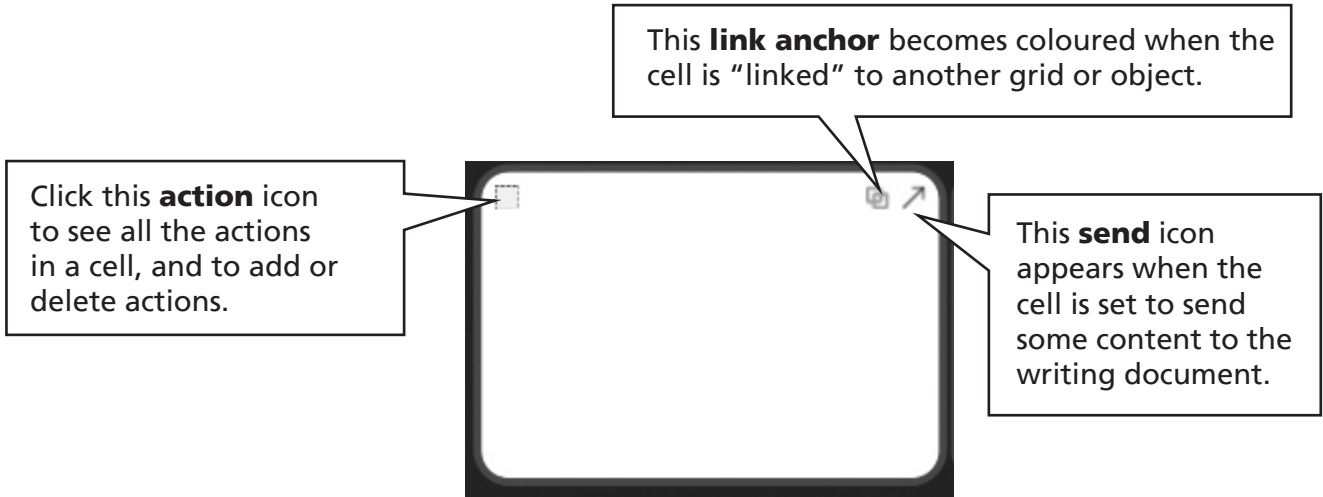
To insert or delete rows and columns, you need to be in arrow-mode.

Sometimes these icons may be greyed-out (i.e. not available). For example, if you have merged cells there are no clear horizontal or vertical positions to insert the **row** or **column**.

These functions are also available from the **Environments menu, Grids**, then **Rows** or **Columns**.

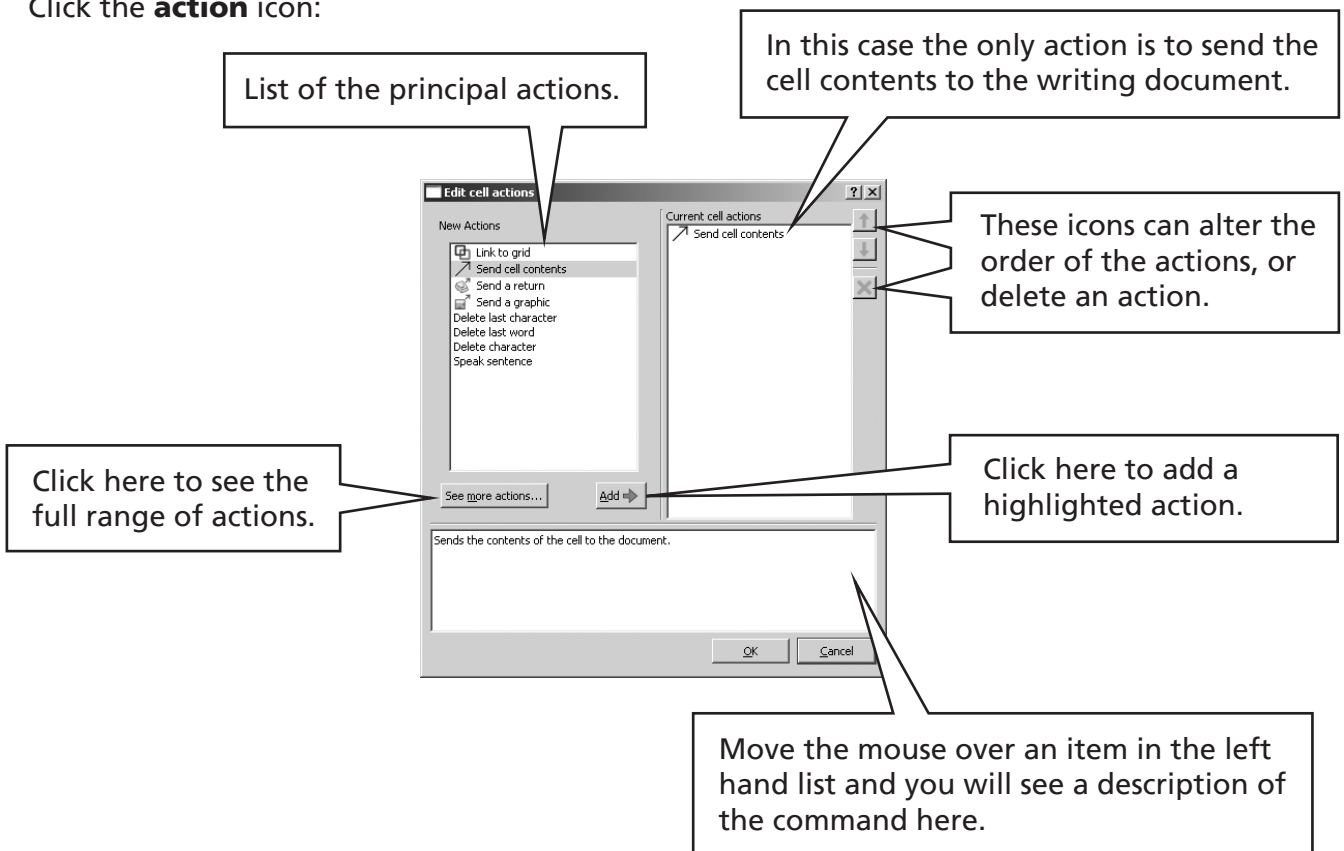
## B2.12 Simple cell actions

In **arrow-mode** there are up to 3 small icons visible in a cell.



In the case where there is just one grid the link anchor is grey. Adding grids and linking is dealt within section B4. Linked grids.

Click the **action** icon:



Using actions is dealt within section B5. Using actions

## B2.13 Testing a grid

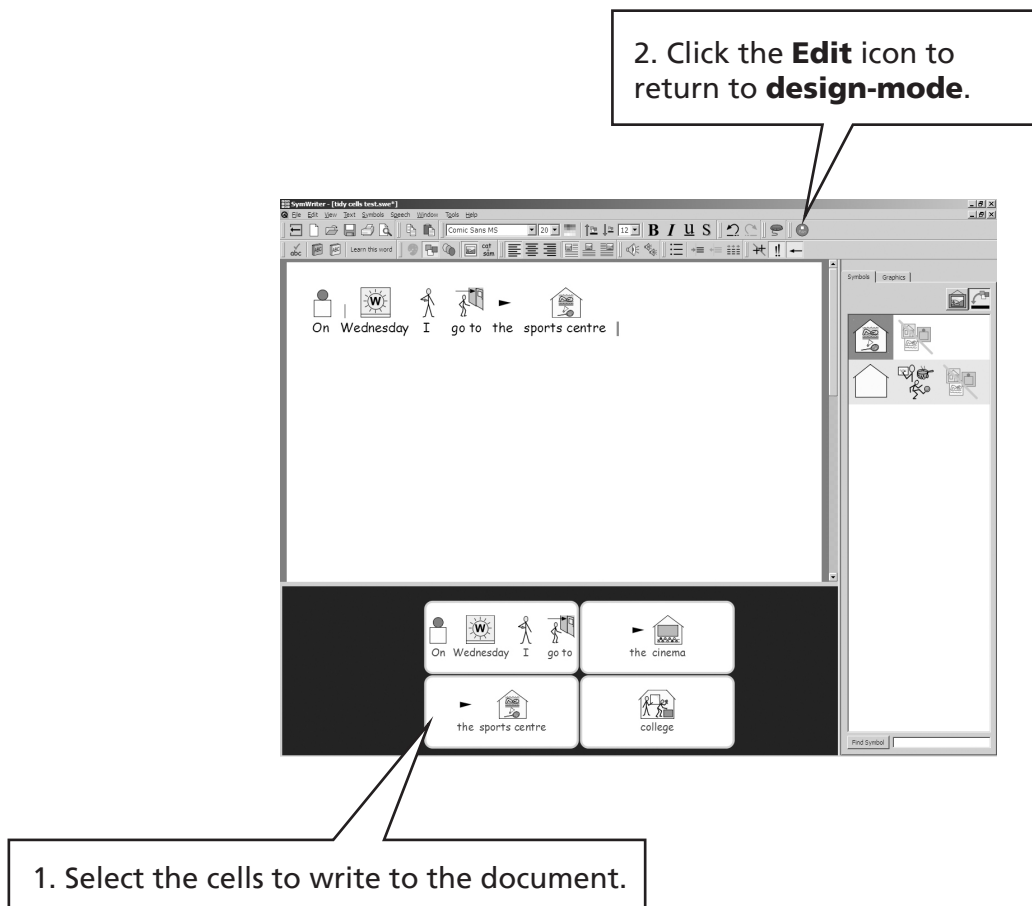
If you have made the grid from the previous few sections, you may like to test it.

Click on the green **Play** icon on the toolbar (alternatively select **Exit Design mode** from the Tools menu).




If you have not immediately saved your environment you will be asked if you want to **Save** the environment, **Save a copy** or **Use without saving**. We recommend that you save, or save a copy so that you can re-load the environment if necessary.

This program will then switch to write-mode, with the full Writing interface. When you have finished testing you can click on the red **Edit** button (or alternatively select **Switch to designer** from the **Tools** menu, and select **Confirm**).



## B2.14 Grid appearance

Make sure you are in **arrow-mode**. Right button click in a grid.



Now select **Edit grid appearance**.

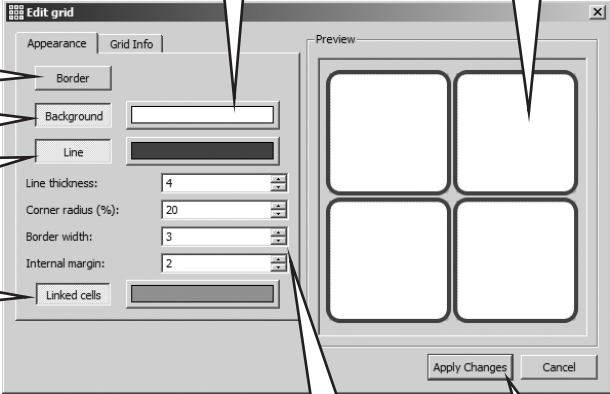
The screenshot shows a context menu with the following items: 'Edit grid appearance' (highlighted), 'Add a new grid here', 'Add a new frame here', a checked checkbox 'This grid is "Home"', and 'Delete this grid' with a keyboard shortcut 'Del'.

Click on these boxes to set the colours for the border, background and line.

This shows a picture, displaying the effects of your changes.

Click on these buttons to switch between colour and transparent.

This sets the automatic colour to indicate that a cell is linked to another grid. See section B4. Linked grids p66.

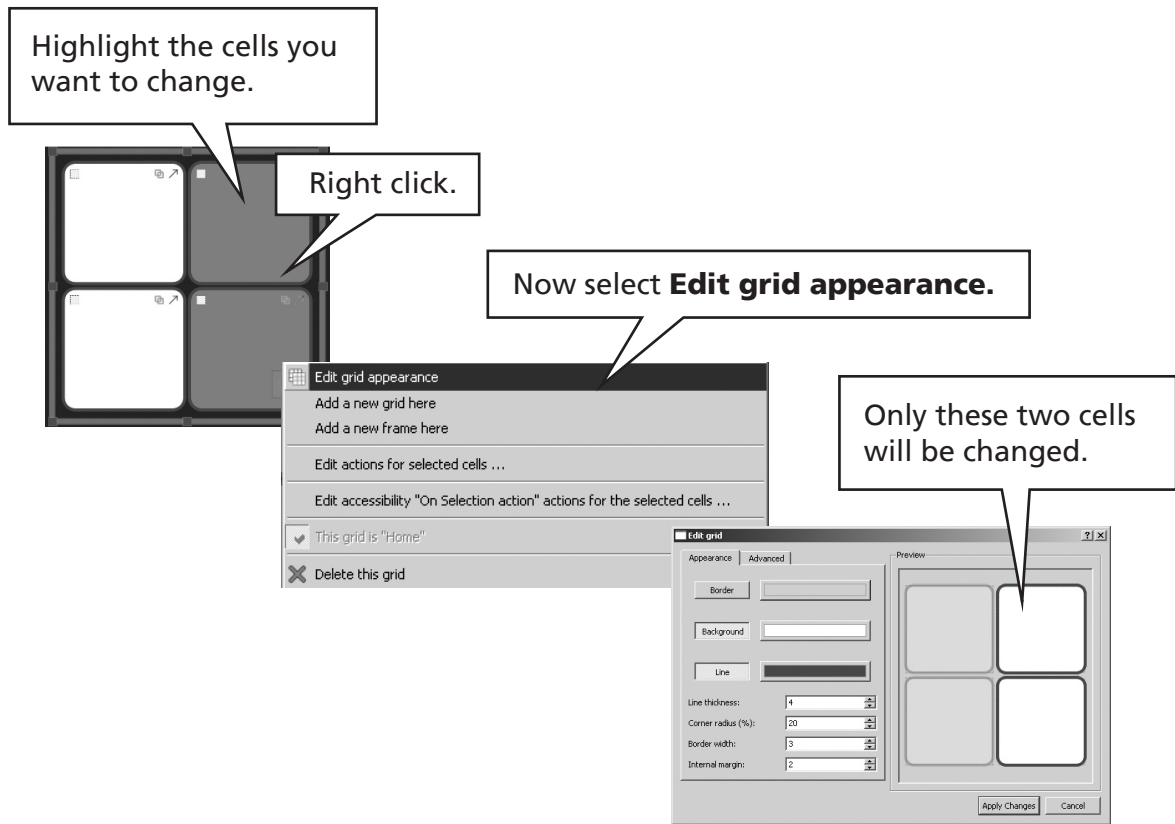


Use these boxes to set the values of the properties listed.

Click to apply the changes you have made.

The 'Edit grid' dialog box has two tabs: 'Appearance' and 'Grid Info'. The 'Appearance' tab is active and contains the following controls: 'Border' (with a color swatch), 'Background' (with a color swatch), 'Line' (with a color swatch), 'Line thickness' (spinner set to 4), 'Corner radius (%)' (spinner set to 20), 'Border width' (spinner set to 3), 'Internal margin' (spinner set to 2), and 'Linked cells' (checkbox). A 'Preview' window on the right shows a 2x2 grid with the current settings applied. At the bottom are 'Apply Changes' and 'Cancel' buttons.

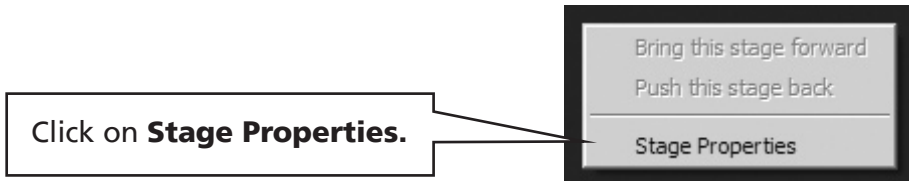
You can select the appearance of individual cells, or groups of cells, by first highlighting the cell(s) you want to change:



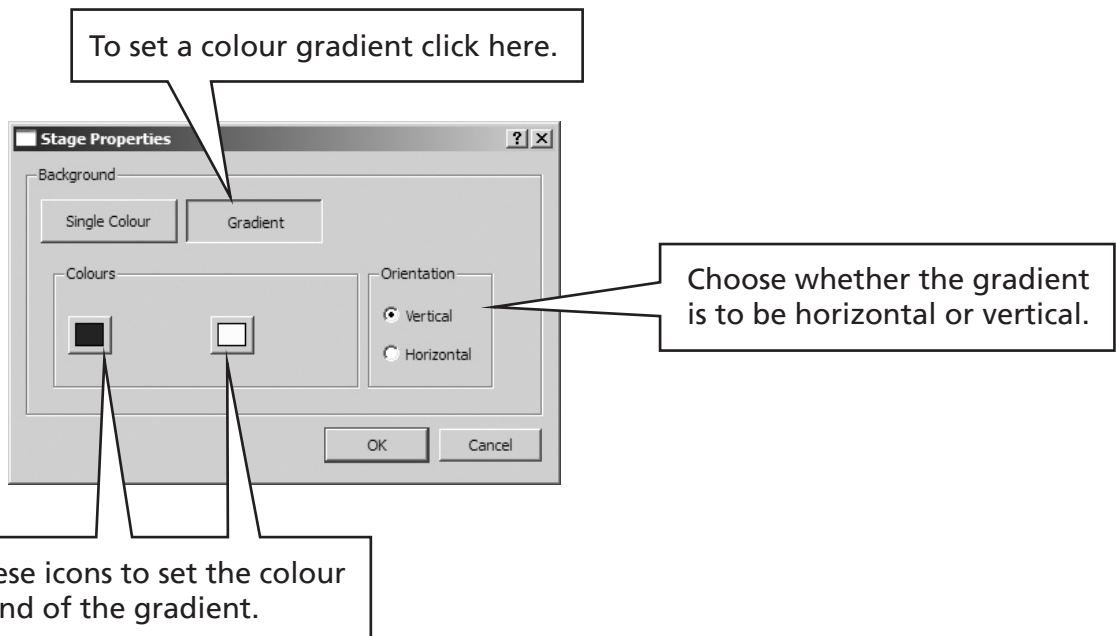
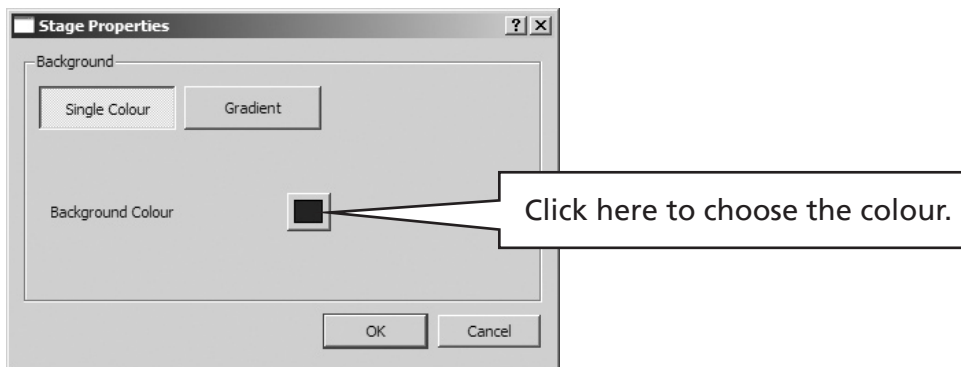
In these ways you can change the appearance of all cells or selected cells at anytime.

## B2.15 Altering the appearance of a stage

Right button click on the background of the stage (outside the grid) to get the context menu.



The dialog box that appears allows you to change the colour of a stage, or provide a colour gradient:



# B3. Environments

## B3.1 Documents and Environments

The purpose of the grids is to assist writing into the document. The writing window, together with any other grids and objects to assist writing, is called the environment.

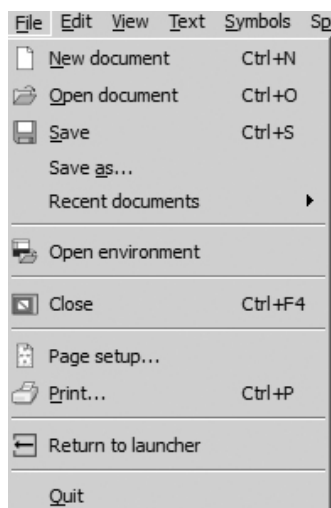
In section B2. Making a grid you have seen how to make a simple grid for writing. That grid, and the empty document with it comprise the simplest environment.

To use an environment, it needs to be opened in **write-mode**. The document that is created from the environment in write-mode is saved separately from its environment. Thus an environment may be used many times for different students to write, and a previously saved document may be re-opened after the environment has been loaded.

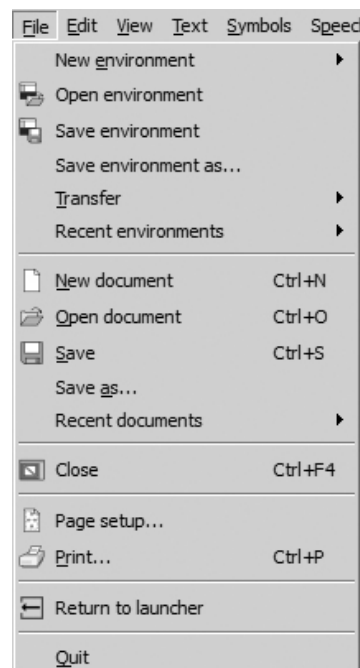
The toolbars that are seen with the environment will be determined by the user interface currently selected. (See section C2. Toolbars)

Environments are created, edited and saved from **design-mode** (The environment designer). They may not be edited or saved in **write-mode**. (See section B3.4 Editing an environment from write-mode p65).

File menu in write-mode.



File menu in design-mode.



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## B3.2 Saving and Opening environments

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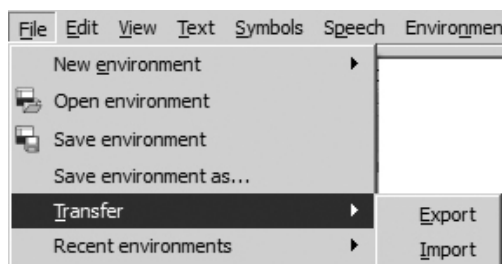
When an environment is saved, all of the stages and their components are saved, together with the current writing document. The font and graphic details that are set for this document are saved with the environment.

Save the environment using the **Save environment** icon or **Save environment** from the **File** menu.



If you have tested your environment (See section B2.13 Testing a grid p59) you may have some text and symbols in the document. You will need to delete this before saving the environment, unless you want it to appear every time that environment is opened in write-mode. You can use **CTRL+A** to select all and then press the **Delete** key.

Environments are saved in a shared area so they are accessible to all users of that computer. They may be exported to, or imported from, other machines on a network or to storage media, such as a USB memory, using the **Transfer** from the **File** menu when in the **Environment designer**.



Note: Teachers need write-access to the All-users 'Shared Documents' area in order to create and edit the various files and settings of the program.

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## B3.3 Templates

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Within the area where Environments are saved, is a Templates folder. This contains some example grids. You can open these environments in either the designer or write-mode. However when you save the environment it will go to the **Save As** dialog. This prevents you from easily overwriting the template. You will have to deliberately go back to the Templates folder to over-copy the original.

You can also save your own files as templates into the templates folder. This is useful if you have created some writing frameworks for other teachers to modify to meet individual needs.

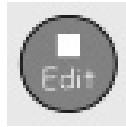


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## B3.4 Editing an environment from write-mode

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You may be working in write-mode when you realise that you need to make a change to an environment that you are using. You can change into design-mode using the red **Edit** button on the teachers toolbar or from the **Tools** menu select **Switch to designer**. You will need to confirm this (as a measure to prevent students inadvertently switching modes).



You can make your changes and **Save** or **Save As** with an alternative name. To return to write-mode, click on the green **Play** button, or select **Exit design mode** from the **Tools** menu.

## B4. Linked grids

There are two ways that grids may be linked:

1. Auto-linked grids are made with a cell that returns to a grid from which the link was made. These links are often used in a stack where the top grid is a menu, linking to additional vocabulary.
2. Manually linked grids can be linked sequentially or for links to be made between different stacks.

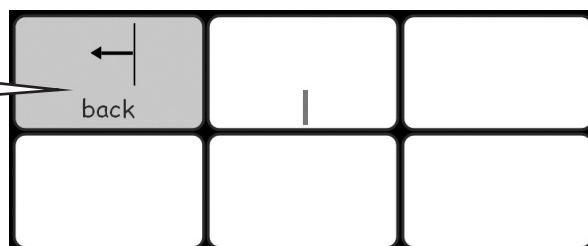
### B4.1 Auto linked grids

There is an easy way to create a stack of linked grids, that is a set of grids on top of one another, occupying the same space on the stage.

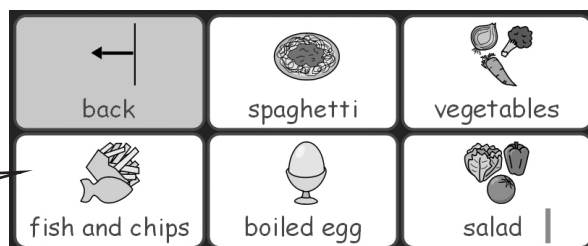
Make a 3x2 grid press the **F2** key and type in this content. Press **F2** to go back to **arrow-mode**. Hold down **Ctrl** and **double click** in the "food" cell.



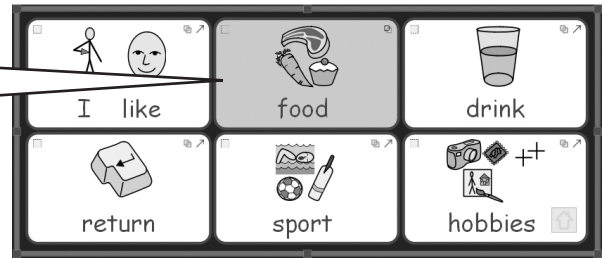
This automatically makes a new grid of the same shape. It puts a "link" in the top left cell. In **write-mode** a single click here will recall the grid with the "food" cell. The green background indicates the link. (See section B2.14 Grid appearance p60 if you want to change this colour).



Fill in the following contents for the other cells.

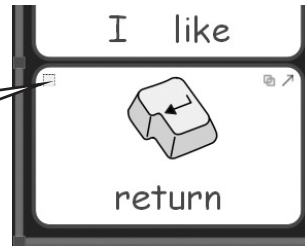


Hold down **Ctrl** and double click in the "back" cell. This takes you back to the first grid. The "food" cell now has a green background to show it has a link.



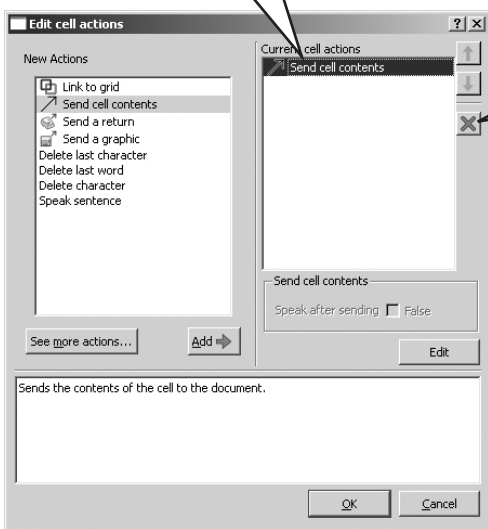
This next step will anticipate section B5. Using actions and shows how to put in the correct command for the "return" cell.

In **arrow-mode** click in the 'cell action' square of the "Return" cell.



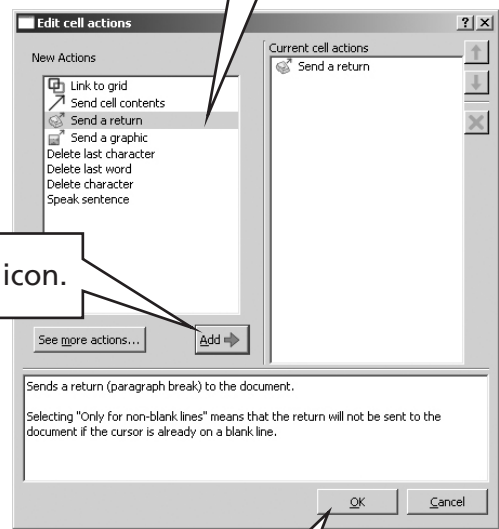
This will bring up the **Cell Actions** dialog.

1. Highlight the **Send cell contents** action.



2. Click the **delete** icon to remove this action.

3. Highlight the **Send a return** action in the left list.



4. Click the **Add** icon.

5. Click **OK** and the **Send a return** action is put into the cell.

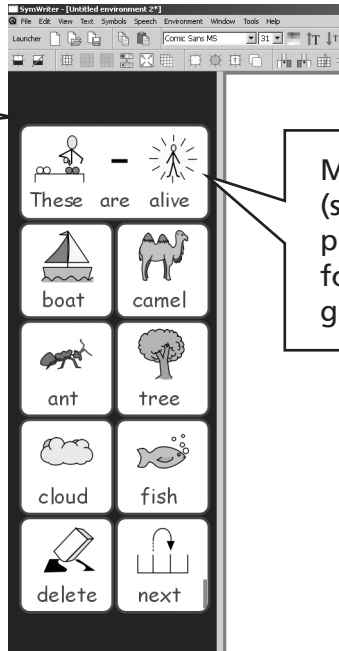
You can now test this pair of linked grids as described in section B2.13 Testing a grid p59. You could then add grids linked to "sport" and "hobbies" in the same way.

Guidance for making a different grid Stack is given in **Getting Started with grids 3** on the SymWriter webpage. From the launcher select **Visit the web** button.

## B4.2 Making a sequence of linked grids

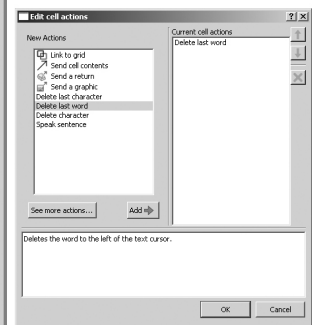
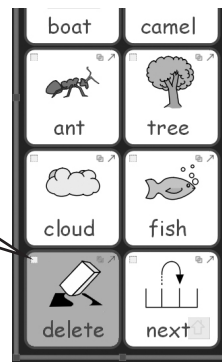
This activity has a set of grids that are linked sequentially to make a continuous activity. Another activity of this type is described in the **Getting started with grids 2** on the SymWriter webpage. These grids are manually linked.

Make a 2 x 5 grid (section B2.2 Choosing the layout of a grid p52) and place it on the left of the screen so that it appears on the left hand stage.

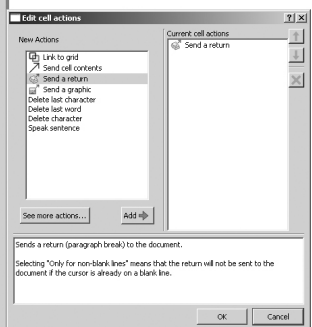
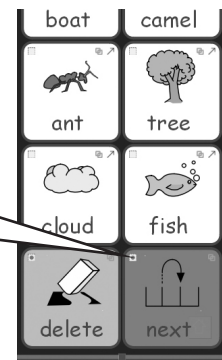


Merge the top two cells (section B2.6 Merging cells p54) and press the **F2** key for text-mode to fill in the grid as shown.

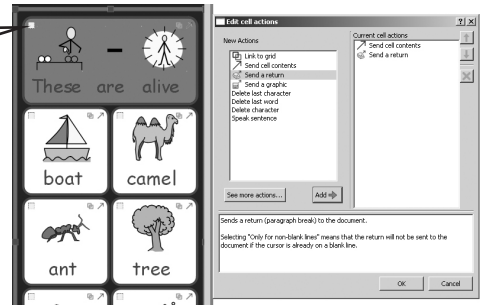
In **arrow-mode** click in the **action** icon of the "delete" cell. Click on the **Send cell contents** item in the right list box and then the **X** button to delete it. Now select **Delete last word** from the left hand list and then **Add**. This means that selecting the cell will cause the last word to be deleted.



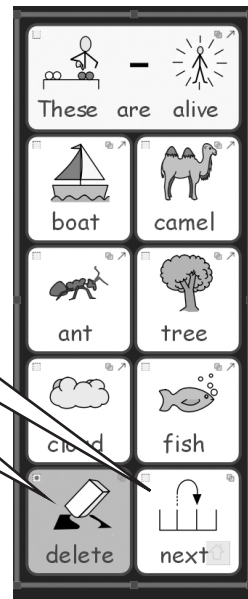
Click in the **action** icon of the "next" cell. Click on the **Send cell contents** item in the right list box and then the **X** button to delete it. Now select **Send a return** from the left hand list and then **Add**. This means that when this button is clicked a "return" will be sent to the document. Later you will add the link to the next grid.



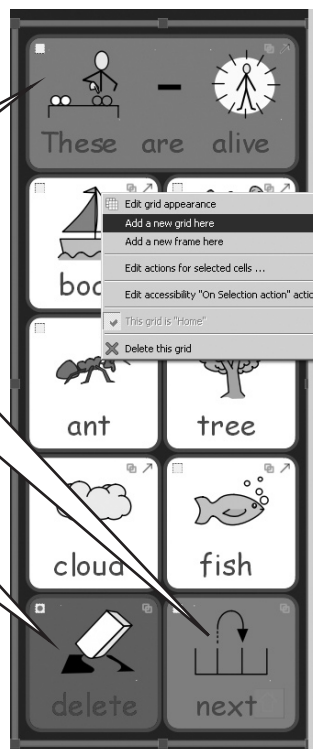
Click in the **action** icon of the "These are alive" cell. Now select **Send a return** from the left hand list and then **Add**. This means that when this button is clicked a "These are alive" will be sent to the document followed by a "return". So "These are alive" will act like a heading.



Now colour the backgrounds of the two cells shown. This is simply to draw attention to their different purposes. Use what colours you like (section B2.14 Grid appearance p60).

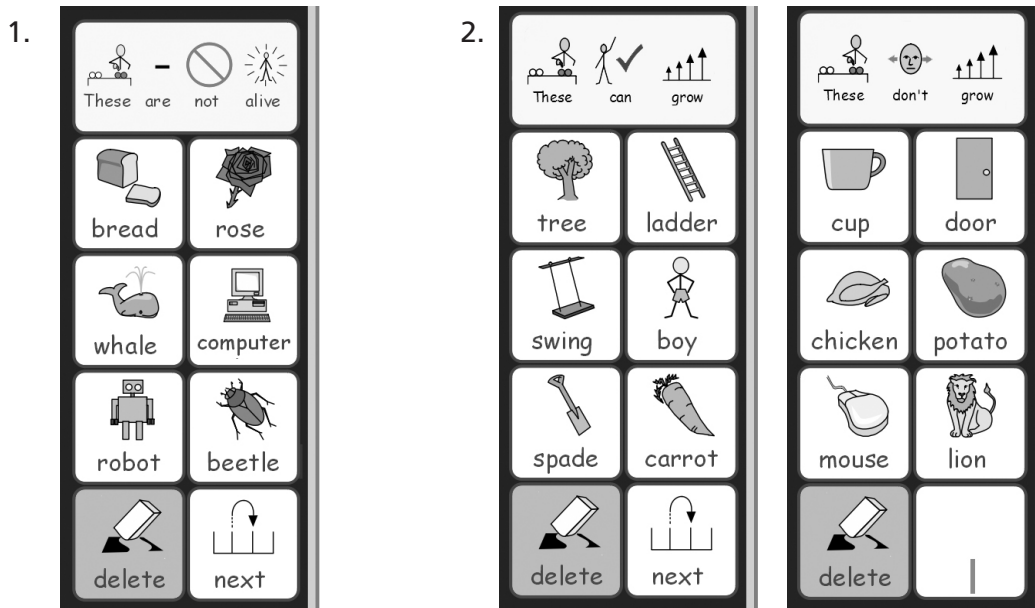


Make sure you are in **arrow-mode (F2 if need be)**. Then holding down **Ctrl**, click in the top cell and the bottom two in order to highlight them.



Now right button click in the grid to produce the context menu. From the menu select **Add new grid here**. This will make a copy of the grid and also copy the contents and actions of any highlighted cells.

1. Edit the contents of the cells to appear as on the left.
2. Then make two more **grids** in a similar way. When making the last grid, do **not** highlight the "next" cell, as there are no more grids in the series.

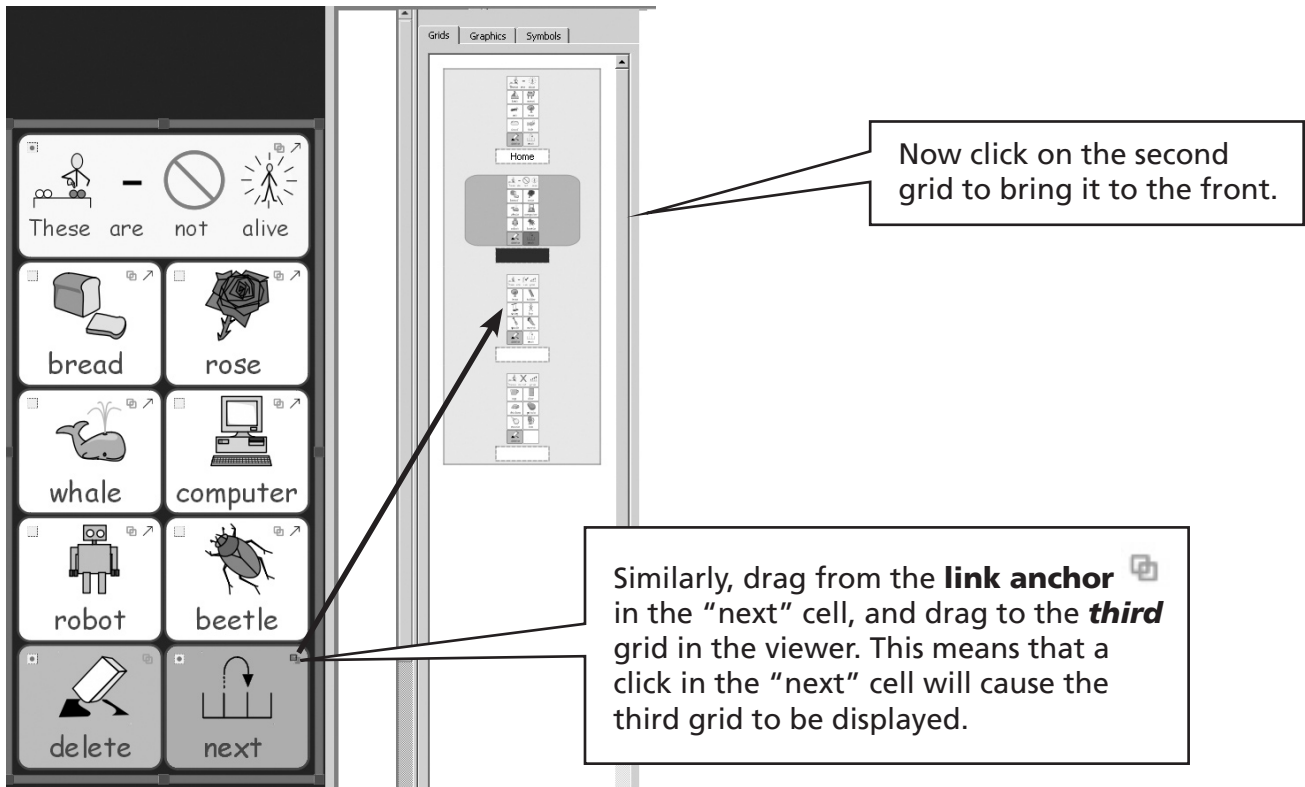


All the grids are now made with the correct content and actions, except that we need to link them. *In the next set of images the wide document space between the left and right of the screen has been cut away.* Use the **Grids** panel to see the grids you have created.

1. On the right is the grid viewer. This gives small thumbnails of the grids available. Click on the top grid to bring it to the front.

2. You can name a grid, for your own reference, by double clicking in this box, typing the name and then press the **Enter** key. See section B4.4 Storing information about a grid p76.

3. Now click in the **link anchor** in the "next" cell, and drag to the **second** grid in the viewer. This means that a click in the "next" cell will cause the second grid to be displayed.

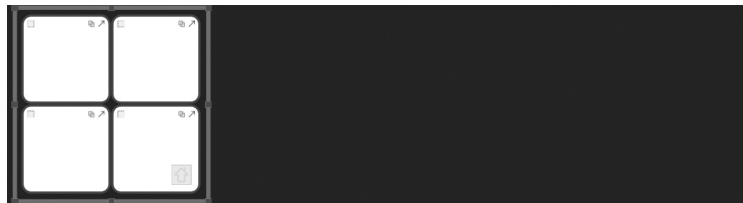


In the same way you should now link the "next" cell in the third grid to the last grid in the set.

Click in the **grid viewer** to bring the first grid to the front. Now go to the **File** menu and **Save environment** to save your work. You can now also click on the **Play** button to try out your **environment** (section B2.13 Testing a grid p59). You should clear any test work before returning to design-mode. If you do not and you need to re-save your environment, then the text in the document is also saved. (There are circumstances where you may want to create environments with text already in the document).

## B4.3 Using two separate grids

In this activity you will see how to make an environment with a 'menu' grid where each cell simply acts to link to a grid in a separate set. This allows each grid in the set to come to the front when the appropriate 'menu' cell is selected. The menu is a 2x2 grid. Make this first, put it on the bottom stage, then move it to the left as below (sections B2.2 Choosing the layout of a grid p52, B2.4 Moving and resizing p53).



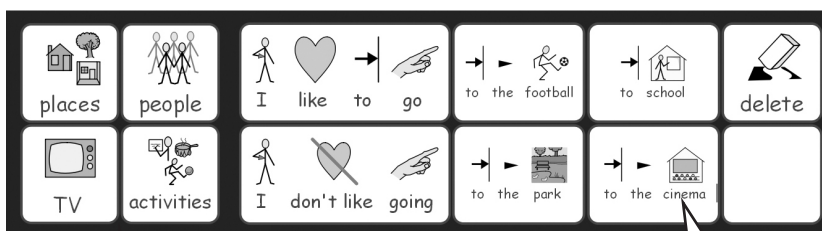
The grid stack is to be 4x2 but the contents – described soon - need to have different sized cells.



Put the 4x2 grid on the bottom stage and move it to the right.



Highlight the left 2 cells of the 4x2 grid and drag the grid wider. Then drag the central four cells to be a bit wider, until the proportions are roughly as shown, (section B2.4 Moving and resizing p53).



The Menu grid

Now enter the content as shown. The four central cells of the right hand grid have been 'tidied' (section B2.9 Tidy cells function p56).



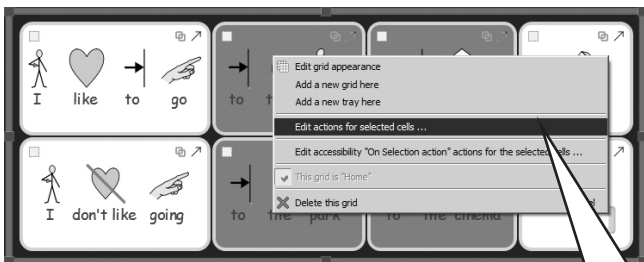
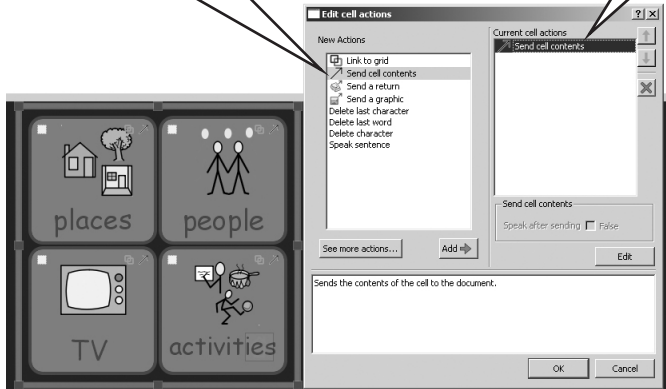
We do not want selections in the menu grid to send anything to the document so we need to remove the **Send cell contents** action from each cell.



Use the mouse to highlight the four cells comprising the menu grid on the left side. Then right button click to produce the context menu. Select **Edit actions for selected cells...**

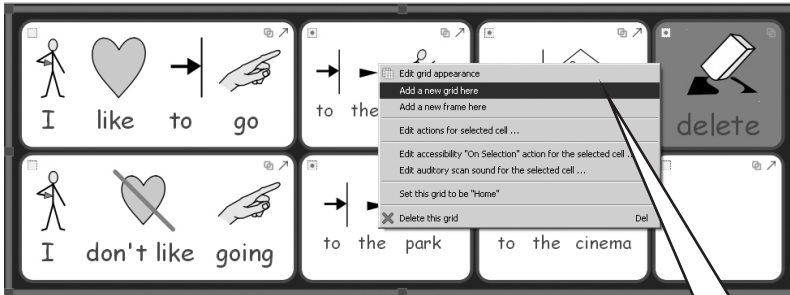
The list shows any actions that are common to the highlighted cells.

Click on **Send cell contents**, then on the **X** to delete from all the highlighted cells.

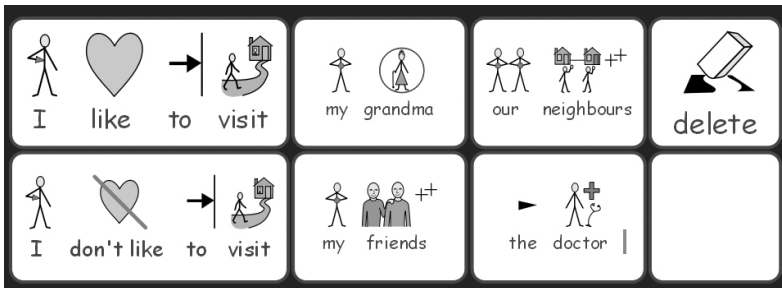


In the 4x2 grid use Ctrl and click to highlight the central four cells. Right button click and then select **Edit actions for selected cells...** Use the dialog box that appears to add **Send a return** to these cells. This enables each statement to be seen on a separate line when the student writes.

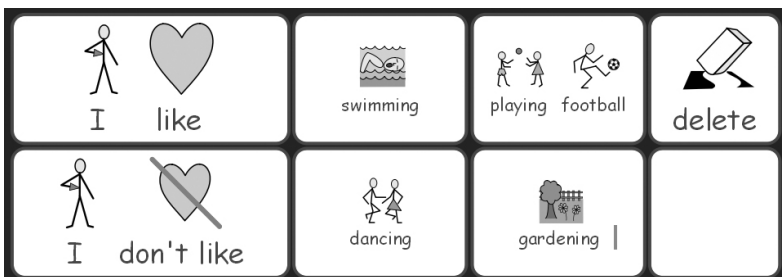
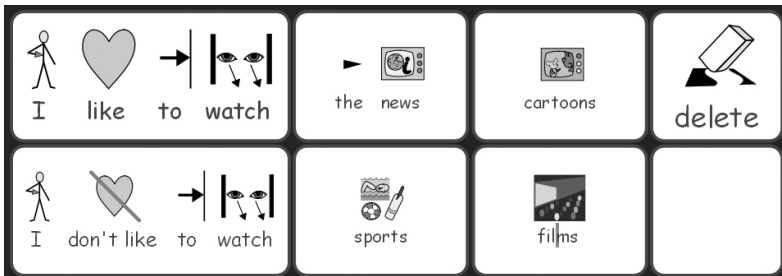
Use the action button on the "delete" cell to produce the **Edit cell actions** dialog, and then remove the **Send cell contents**, and add the **Delete last word** action – as described on B4.2 Making a sequence of linked grids p68. The first grid is now complete.



To make a new grid: Highlight the "delete" cell as we want this to appear on each grid. Then right button click on the grid and from the context menu select **Add new grid here**.



In a similar way fill this grid in, and then make two further grids as shown.  
  
Don't forget to tidy the central cells and add **Send a return** to them.



The grids are now made. All that remains is to link them up. Link the "places" cell from the menu grid by dragging from the **Link anchor** to the first grid in the **grid viewer**. This was described in the last section. There are two further ways to link that achieve the same effect, and you can choose which one suits you.

### Further Method 1

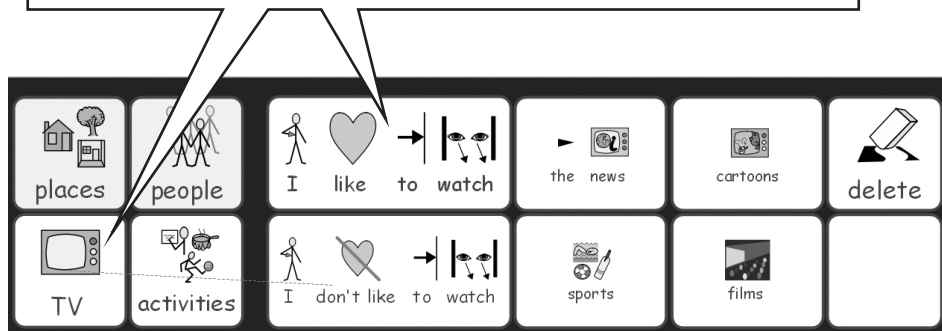
2. Click on the **Cells** tab.

1. Click on the **Show toolbox** button at the base of the grid viewer. Then on the cells tab. You will see here icons that have already been described, above, on the toolbar. You may find them more easily accessible than on the toolbar.

3. Click on the **Link Tool** button. Then click in the "people" cell. As you move the mouse a line will connect to the cell. Move the mouse to the second **grid** in the stack in the **grid viewer** and then click again. This creates the link.

### Further Method 2

Bring the third grid in the stack to the front by selecting it in the **grid viewer**. Then, as above, select the **Link Tool** button. Click in the "TV" cell then move the mouse to the grid on the right. The line follows the mouse as shown. Just click anywhere in the grid to make the link.



Complete the links from the "activities" cell in whichever way you prefer.

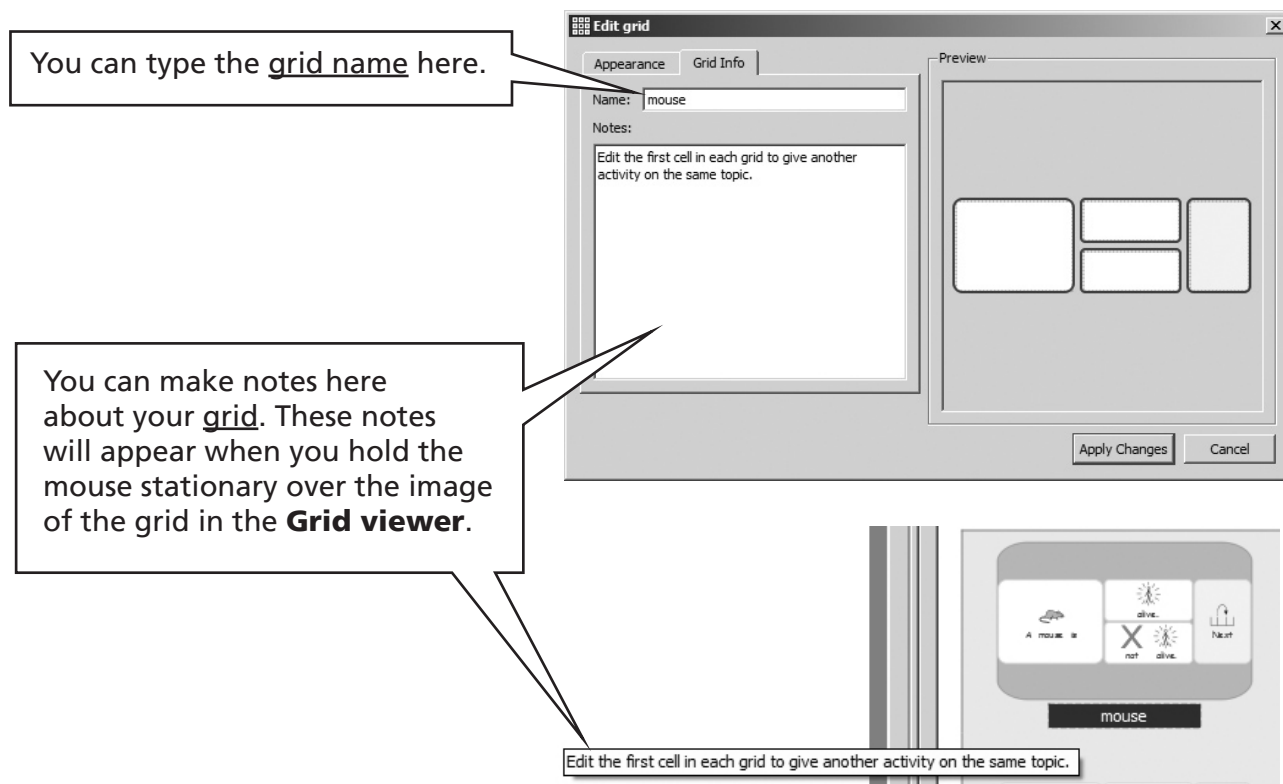
The environment is now complete. Save it and test it as described at the end of section B4.2 Making a sequence of linked grids .

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## B4.4 Storing information about a grid

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You have seen in section B4.2 Making a sequence of linked grids that a grid can be named for reference using the grid viewer. It is also possible to name a grid and store extra information for your own reference. Right button click on a **grid** and from the **context menu** select **Edit grid appearance**. Select the **Grid info** tab.



These notes may be helpful to remind you of specific techniques when you re-visit the environment, or to give advice to colleagues who may edit a copy of this environment later.

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## B4.5 Miscellaneous

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### Using auditory prompts for mouse users

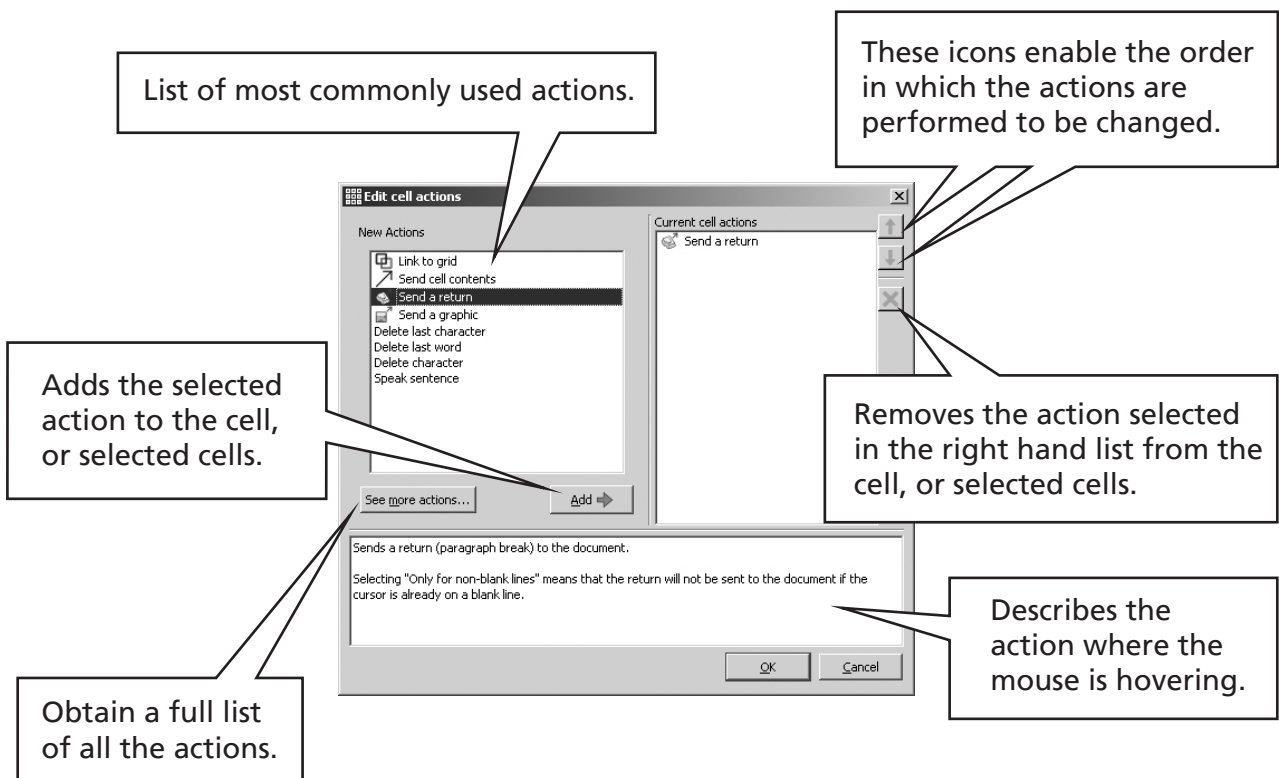
When in write-mode you can use auditory prompts as described in section B7.3 Auditory Scan p92 with a mouse. Simply right button click to get the speech or sound feedback.

# B5. Using actions

You have already seen the Edit cell actions dialog in use. This section gives an overview of the actions available.

## B5.1 Basic actions

To produce the **Edit cell actions** dialog click in the action icon in a grid cell.



This shows the most commonly used actions. To see in detail what an action does before adding it, you can hold the mouse over it. A detailed description will appear in the panel at the bottom.

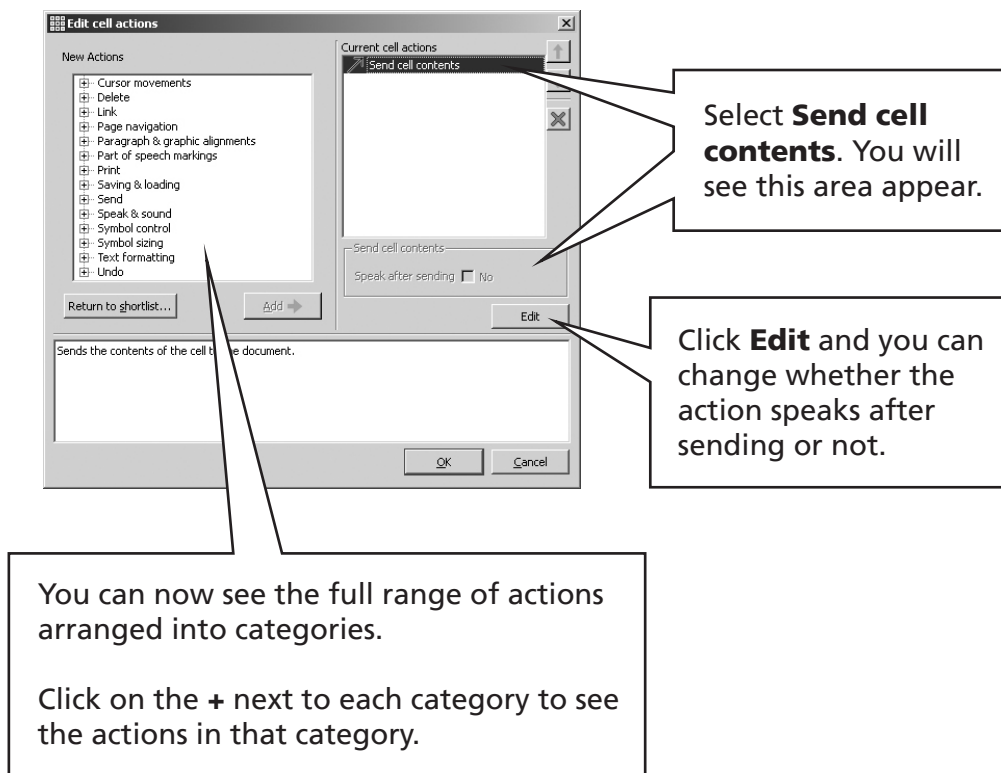
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## B5.2 Range of actions

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In addition to the short list of the most common actions, you can access a very large number of other actions that can be created in a cell.

Click on the **See more actions...** button.



Some actions are complete in themselves, for example **Delete last word**, whilst others require the input of additional information.

### **Type 1. Actions that can have extra information, but are provided with a default.**

The Send cell contents action, for example, can have extra information to indicate whether the text just sent should be spoken after the contents have been sent. This defaults to **No**. If an action has extra data then it can always be edited at any time, as indicated in the image above.

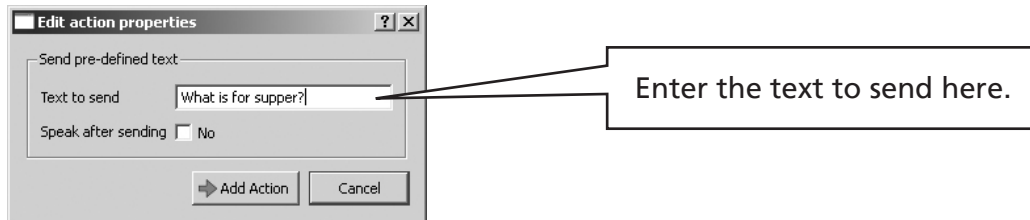
Another example is Send a graphic from the basic action list. Here the graphic defaults to being in the centre, but you can edit that to be align left or align right.

**Type 2. Actions that must have extra information provided.**

When you select such an action you will be prompted for the extra information as soon as you click **Add**. You can edit it at any later time. Examples are:

(a) Actions that need text:

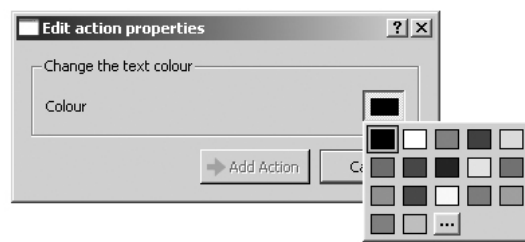
Here an example is **Send pre-defined text** (from the **Send** category). You need to supply the text to send, so the following dialog box will appear.



Another example is **Speak pre-defined text** (from the **Speak and Sound** category).

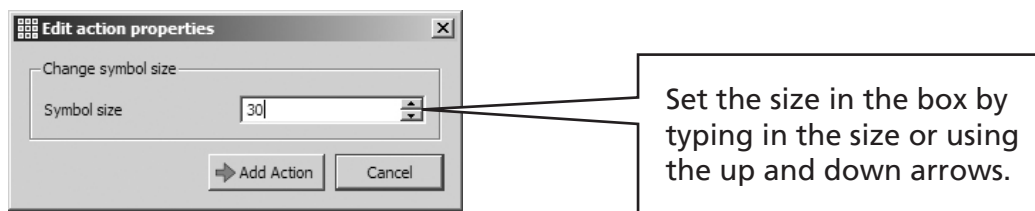
(b) Actions that need colour:

An example is **change text colour** from the **Text formatting** category. Here you need to supply the colour:



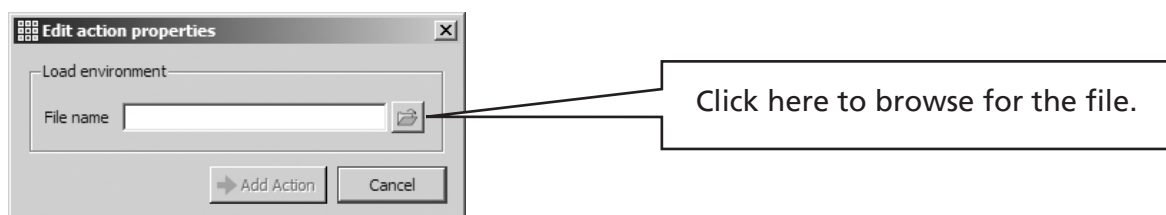
(c) Actions that need a size:

Examples are **change the text font** from the **Text formatting** category, **change symbol size** from the **Symbol sizing** category and **change graphic size** also from the **Symbol sizing** category. (This last action sets the size of the graphic that is next inserted into a paragraph – See section B5.3 Example showing how to send a picture p80).



(d) Actions that need a path:

Examples here are **Load document** from the **Saving and Loading** category, or **program** from the **Link** category.

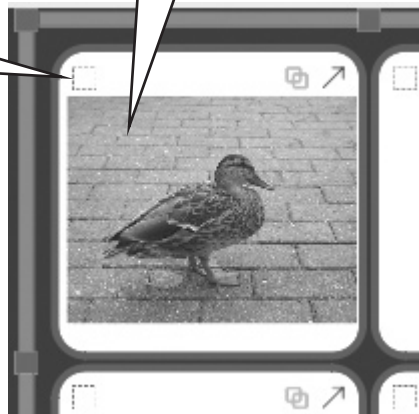


## B5.3 Example showing how to send a picture

This example will show you how to put a graphic in a cell, and send that to the document as an illustrative picture positioned to the left of a paragraph.

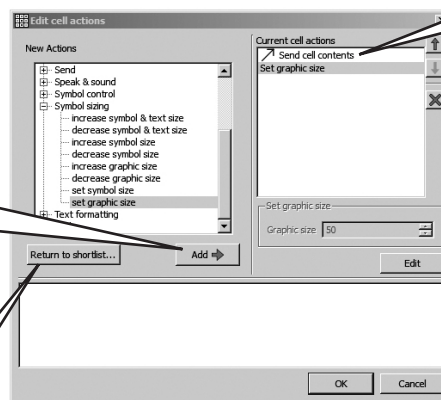
1. Using the graphic browser drop a picture on a cell.

2. Click on the **action** icon in the cell.



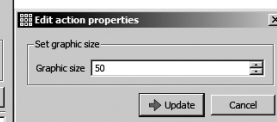
3. Select the **See more actions...** button. Then choose the **Symbol sizing** category and **set graphic size**.

Type **75** in the edit box and click **Add Action**.

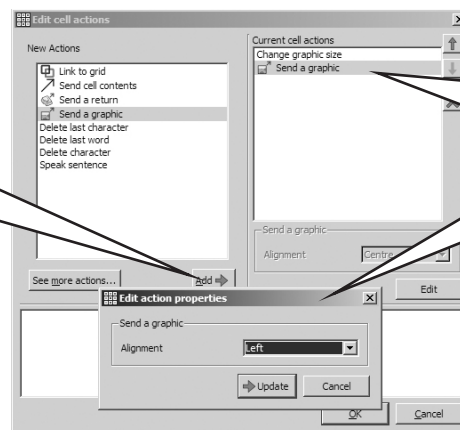


4. Select the **Send cell contents** action and use the **X** icon to delete it.

5. Then select **Return to shortlist**.

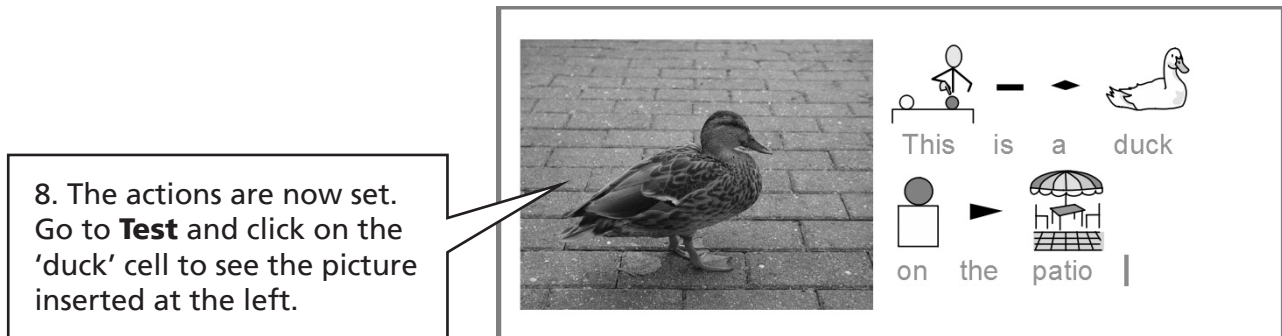


6. Select **Send a graphic** and click **Add**. This brings up a dialog to set the position of the graphic, and then click **Add**.



7. If you wish to change the position later, click on **Send a graphic** in the right hand list, and then on **Edit**. Change the alignment to be **left**. Click **Update**.





You can modify this process easily to place the image in the centre. You could also add a command to **Send a return**, so that the image would then be positioned centrally with the cursor in the next paragraph underneath, ready for typing or further information to be sent from the grid.

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## B5.4 Changing actions in multiple cells

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You can add or remove actions to a set of grid cells.

Highlight the cells you want to apply the same action to, by dragging across them, then right button click to produce a context menu.

From the menu select **Edit actions for selected cells...** Adding and removing actions in this way has already been illustrated in section B4.3 Using two separate grids p72.

When a series of cells are selected, the actions that appear in the right hand list, are those actions that are common to all the selected cells.

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## B5.5 Sound feedback in cells

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By default a right click on a cell in write-mode, will enable the user to hear the text in that cell. You can change this to speak alternative text or to play a sound file as described in section B7.3 Auditory Scan p92.

# B6. Trays and buttons

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## B6.1 What is a tray – overview

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In SymWriter it is not necessary to use grids. Grids are really quick and useful for arranging cells in a regular (or semi-regular) form. Sometimes it is better, or more attractive, to have an alternative way of arranging objects where they can be positioned and sized independently. In SymWriter a tray is a holder for such a group of objects. A tray can have a graphic as a background.

On a tray you can place:

- Graphics
- Buttons
- Text boxes

Each of these objects has access to the Edit cell actions dialog and so they can behave much the same way as cells in a grid.

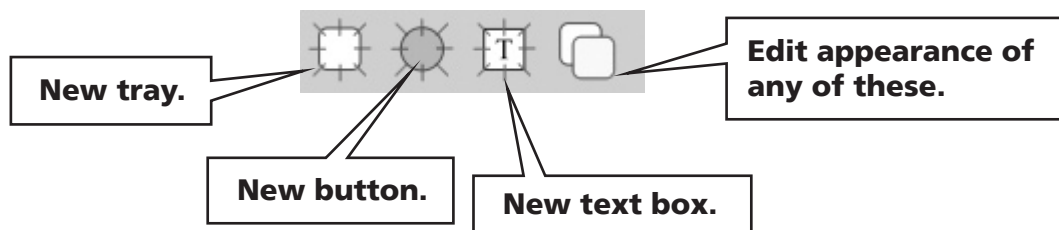
Also you can link to a tray in the same way as you can link to a grid. Trays can be stacked like grids. In fact you can mix trays and grids in a stack.

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## B6.2 Making a single tray

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The icons relating to this section are in the default toolbar for designing environments.



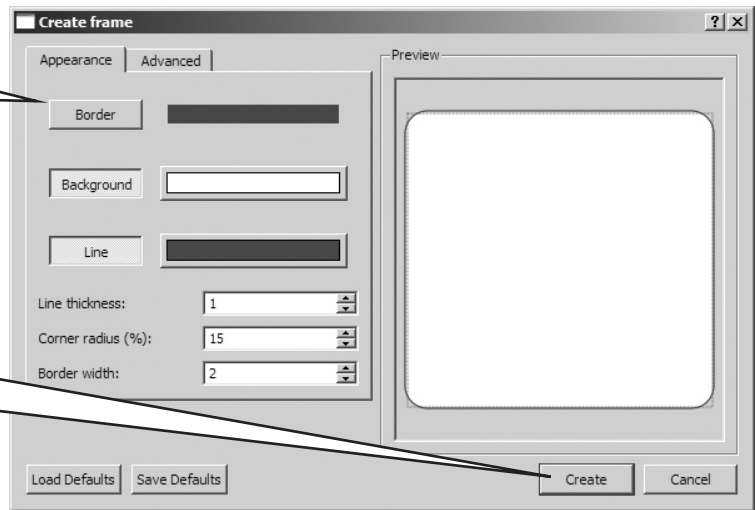
From the launcher select the **Design environment** button. Then create the **environment** with a single **stage** at the bottom of the screen (See start of section B2. Making a grid).

Select the **New tray** icon.



This works just like making a grid, except there is just the single whole tray.

When you have set the colours etc as you wish, click **Create**, then drop the tray centrally onto the lower stage.



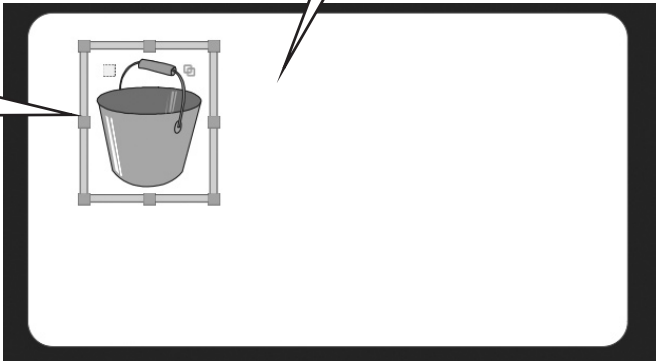
Now click on the **Graphic** tab to show the graphic browser. Click on a graphic, we chose a bucket, and then click in the tray.

Size the graphic as you like (we call this a Command Graphic).

Then click on the **Action** icon to add actions to the graphic.

We chose:

- **Send a graphic**
- **Send pre-defined text** ("The bucket is under the sink").
- **Send a return**

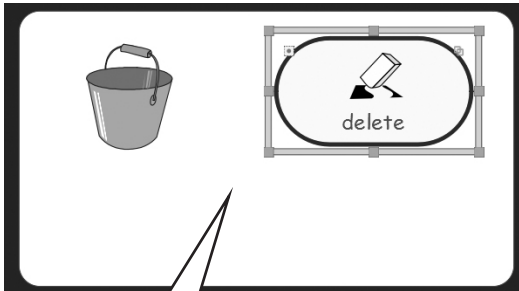
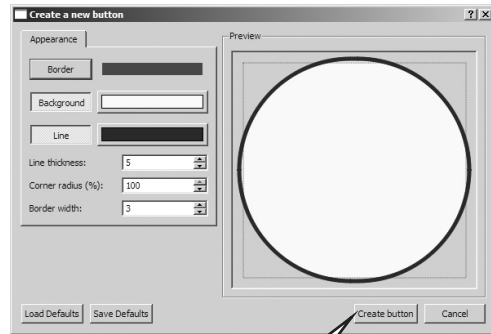


## Adding a button

Now select the **New button** icon.



This works just like making a **grid** except there is just the single **whole button**, and the defaults are likely to be near those that you may want for a button.



When you have set the colours etc. As you wish, click **Create button**, then drop the button onto the tray.

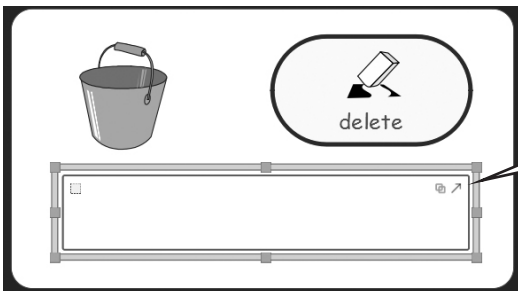
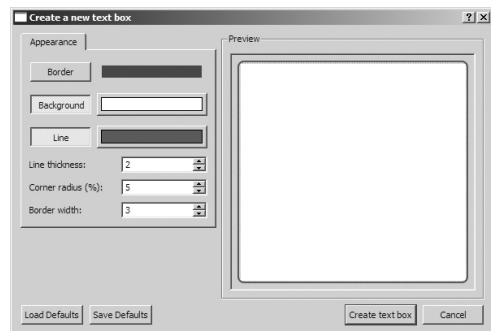
You can drag the **button** to what shape and size you like. **Buttons** behave like a **cell** so you can use **F2** to go to **text-mode**, and type into the button. Here we then clicked on the **action** icon in the **button** and set the single action **Delete word**.

## Adding a new text box

Now select the **New text box** icon.



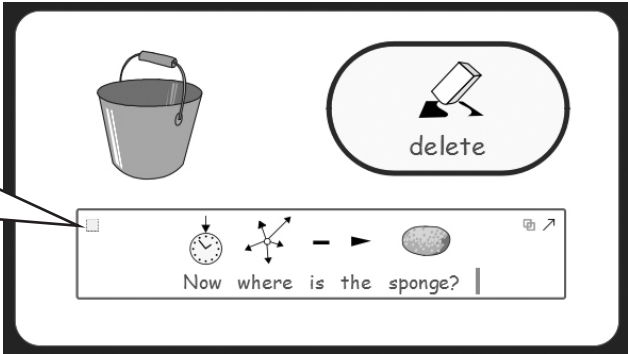
This works just like making a grid, except there is just a single box, and the defaults are likely to be near those that you may want for a text box. Also text boxes have the command to Send cell contents set by default. Otherwise a text box and a button are identical in what they can do.



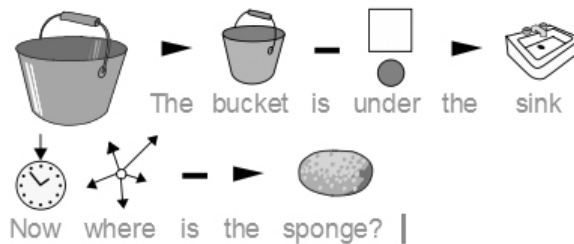
When you have set the colours etc as you wish, click **Create text box**, then drop the text box onto the tray. Drag the text box to the size you want.

(There is an example of this kind of activity in the Example Environments folder called **what can I find.swe**).

Press **F10** to put the text box into symbol mode. Type a sentence into the text box. Press **F2** to go to **arrow-mode** and click on the action icon in the text box and add the action to **Send a return** after the **Send cell contents**.



You can now save the environment and go to try your work. This is what was obtained after selecting the bucket and then the text box.



You can see that this tray could be one of a set in an activity about finding where things are. Trays can be stacked and linked in a very similar way to grids.

## B6.3 Altering the appearance of a tray

The appearance of a tray can be edited in the same way as a grid. Right button click in the tray and select **Edit tray appearance**. You can also use the **edit appearance** icon from the toolbar to modify the properties of a **tray, a button or a text box**.



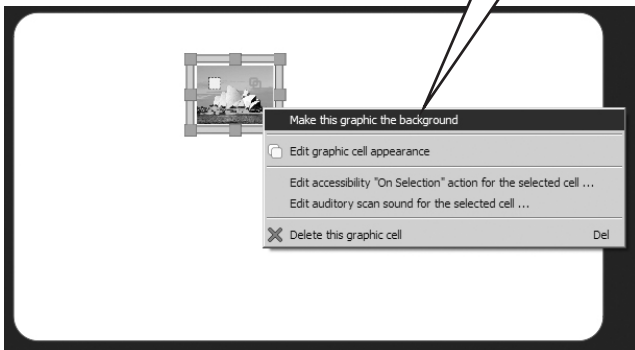
You select the object then click on the **edit appearance** icon from the toolbar.

The dialog box that appears is the same as that used to create the tray, see section B6.2 Making a single tray p82.

### Adding a background graphic

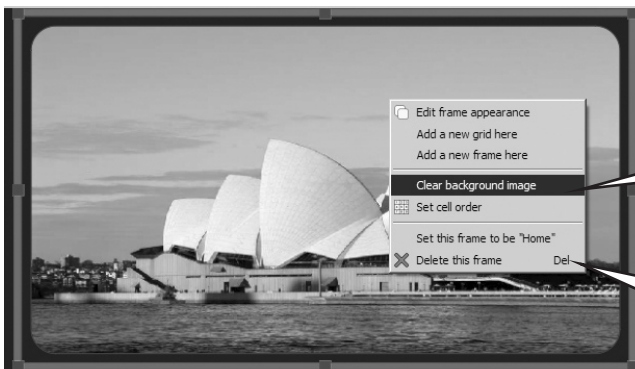
You can also use a graphic as the background for a tray. From the graphic browser drop a graphic onto a tray. Right button click on the graphic:

Select **Make this graphic the background**.



### Removing a background image

Right click on the graphic.

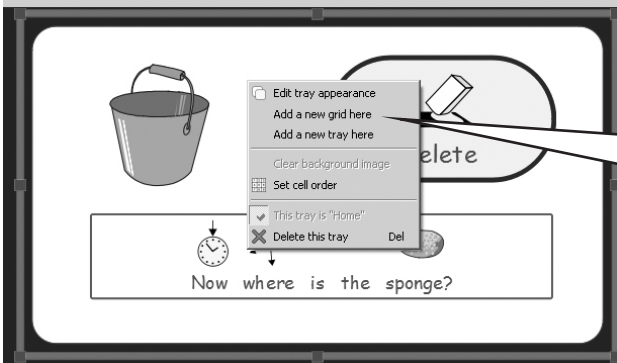


Select **Clear background image**.

You can delete a tray by selecting **Delete this tray**. Or you can press the **Delete** key when the tray is selected.

## B6.4 Linking trays

You can create a stack of trays, or trays and grids, in the same way that you created a stack of grids in section B4.2 Making a sequence of linked grids p68. Right button click on the tray to bring up the context menu.



You can select **Add a new grid here** or **Add a new tray here**, according to whether you want to add a grid or a tray to the stack.

When a stack has been created each tray and grid will appear in the grid viewer. Linking from graphics, buttons and text boxes on a tray works exactly like linking from cells in a grid. The link anchor will show in each of these objects, and links can be made as described in sections B4.2 Making a sequence of linked grids p68 and section B4.3 Using two separate grids p72. There is nothing new to learn.

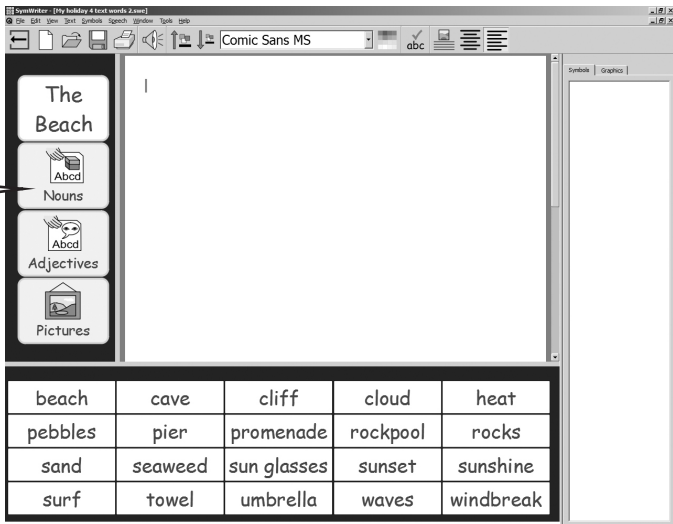
## B6.5 Using buttons direct on a stage

You can drop buttons and text boxes directly onto a stage. They behave the same way as when dropped onto a tray but will remain permanently visible. This is useful so that certain common commands, such as delete word, can always be available to a mouse user. It is less useful for switch access – see section B7. Switch scanning – as it is better to keep these functions within the scanning grid.

## B6.6 Using multiple stages

You may want to use more than one stage, for example a menu grid down the left and a stack of other grids at the bottom. This shows the sort of layout:

Each selection of one of these menu cells will access one of the grids in the bottom stack.

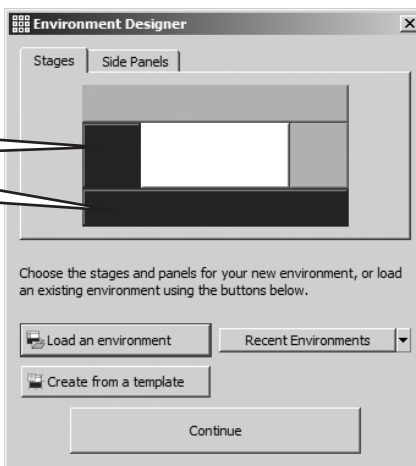


The screenshot shows the SymWriter application window. On the left side, there is a vertical menu grid with four cells: 'The Beach', 'Nouns', 'Adjectives', and 'Pictures'. Each cell contains an icon: a beach scene, a hand holding a card with 'Abcd', a hand holding a card with 'Abcd', and a picture of a house. Below the menu grid is a stack of five grids containing words. The words are arranged in a 5x5 grid:

beach	cave	cliff	cloud	heat
pebbles	pier	promenade	rockpool	rocks
sand	seaweed	sun glasses	sunset	sunshine
surf	towel	umbrella	waves	windbreak

To achieve this two stages are needed. These may be produced by selecting them at the outset using the dialog that appears from the launcher, i.e.

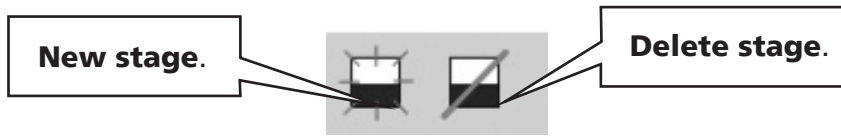
Select these two stages and then **Continue**.



The screenshot shows the 'Environment Designer' dialog box. It has two tabs: 'Stages' and 'Side Panels'. The 'Stages' tab is selected, and a preview window shows a layout with a dark vertical bar on the left and a white area on the right. Below the preview, there is a text box that says 'Choose the stages and panels for your new environment, or load an existing environment using the buttons below.' There are three buttons: 'Load an environment', 'Recent Environments' (with a dropdown arrow), and 'Create from a template'. At the bottom, there is a 'Continue' button.



Stages can, however, be added or removed at any time using items on the toolbar:

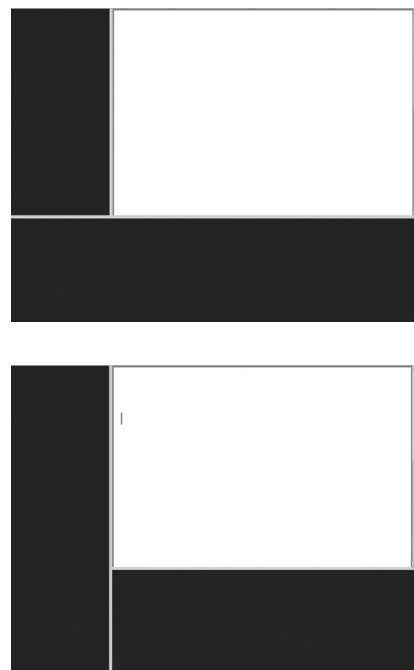


To make a new stage, select the **New stage** icon and move the mouse to the side of the screen where you want the stage – a “ghost” image of the stage will appear. Click when the ghost image is correct.

To delete a stage, click on the **Delete stage** icon and then on the stage you wish to delete.

You may find that the default “front to back” order of the stages is not what you need, for example you may want the left stage to be at the front.

Right button click on the left stage and select **Bring this stage forward**.



***Don't forget that you can change the size of a stage by dragging the grey bar at its edge.***

# B7. 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.

## B7.1 Setting up switch scanning

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

The image shows a screenshot of the 'Switch Options' dialog box with several callout boxes providing instructions:

- Click here to choose the colour of the scan indicator.** (Points to the 'Colour' selection box in the 'Scan Indicator' section.)
- Choose whether to use one or two switches.** (Points to the 'Two switches' and 'One switch' radio buttons in the 'Switch Configuration' section.)
- If you select one switch then set the scan rate here.** (Points to the 'Scan rate (seconds): 1.0' spinner box in the 'Switch Configuration' section.)
- Set the type of scan. See section B7.2 Types of switching.** (Points to the 'Scan Mode' section with radio buttons for 'Horizontal scan', 'Vertical scan', 'Column/Row scan', and 'Row/Column scan'. 'Horizontal scan' is selected.)
- Click in this box to switch auditory scan on or off.** (Points to the 'Enable' checkbox in the 'Auditory Scan' section.)
- Click here to save these settings as system defaults. See section C1. Start-up preferences for saving individual settings.** (Points to the 'Save as defaults' button at the bottom left.)
- 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.** (Points to the 'Audio busy colour' selection box in the 'Auditory Scan' section.)
- The switch interface box will generate a key stroke when a switch is pressed. Choose the key stroke according to the interface you use.** (Points to the 'Up' and 'Down' buttons in the 'Keyboard Input' section.)

You can save settings for individual users so that an individual can load their own interface, including their personal switch setting. See section C2.4 Adding an interface button to the launcher p105.

---

## B7.2 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 B7.4 Setting what happens after selection (regular grids) p93.

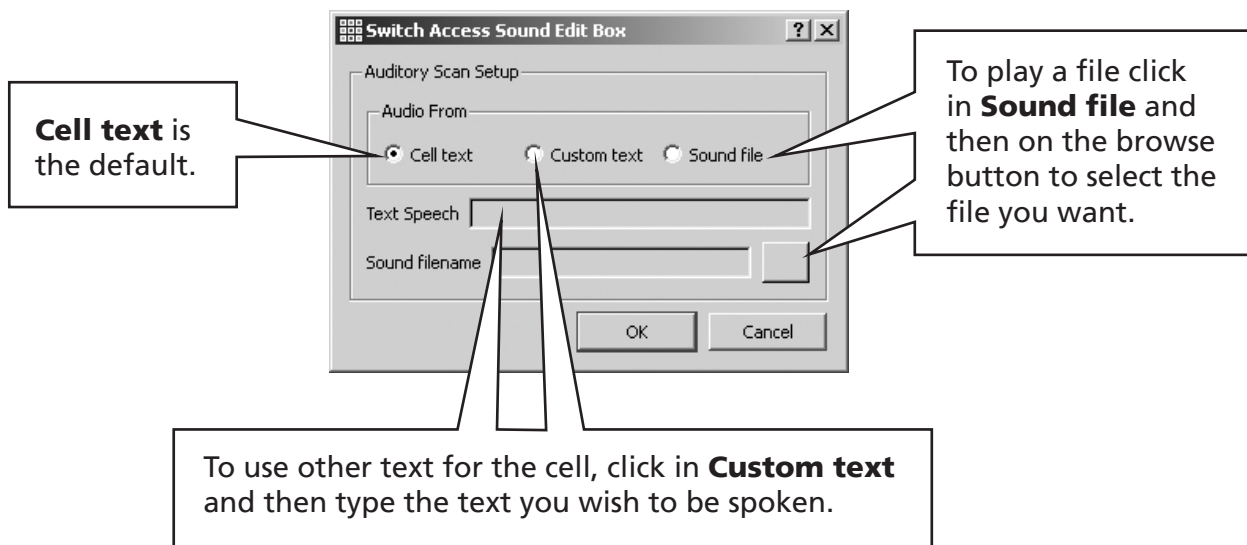
## B7.3 Auditory Scan

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.



The following dialog is then available:



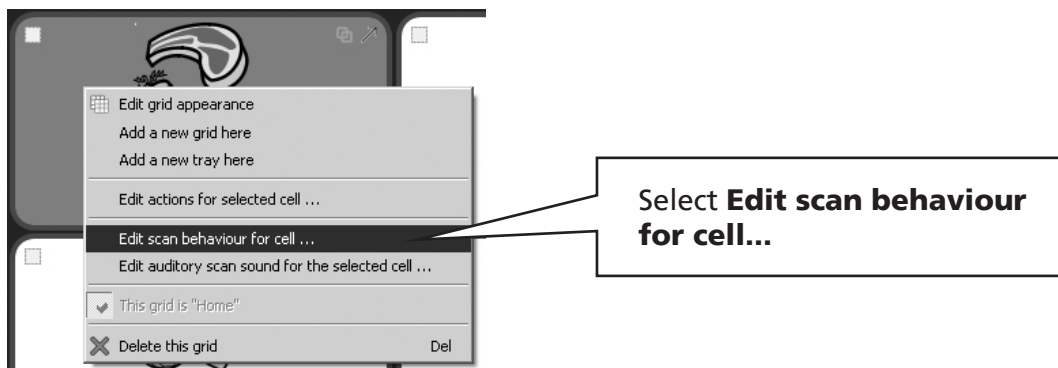
Changes to the Auditory scan options will also apply to a right button click in a cell in **write-mode**.

## B7.4 Setting what happens after selection (regular grids)

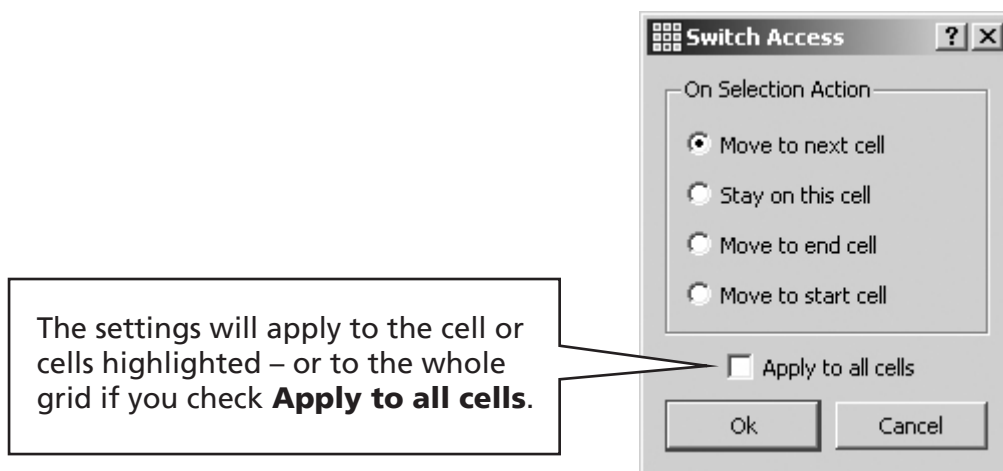
After a cell is selected in a regular grid, the default action is for the scan indicator to move to the next cell. Sometimes this is not the most convenient thing to happen from the point of view of the switch user, so other possibilities are available:

- 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.

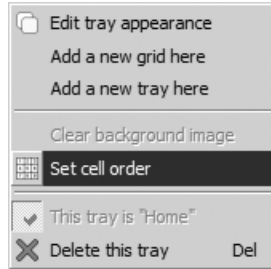


The following dialog will appear.

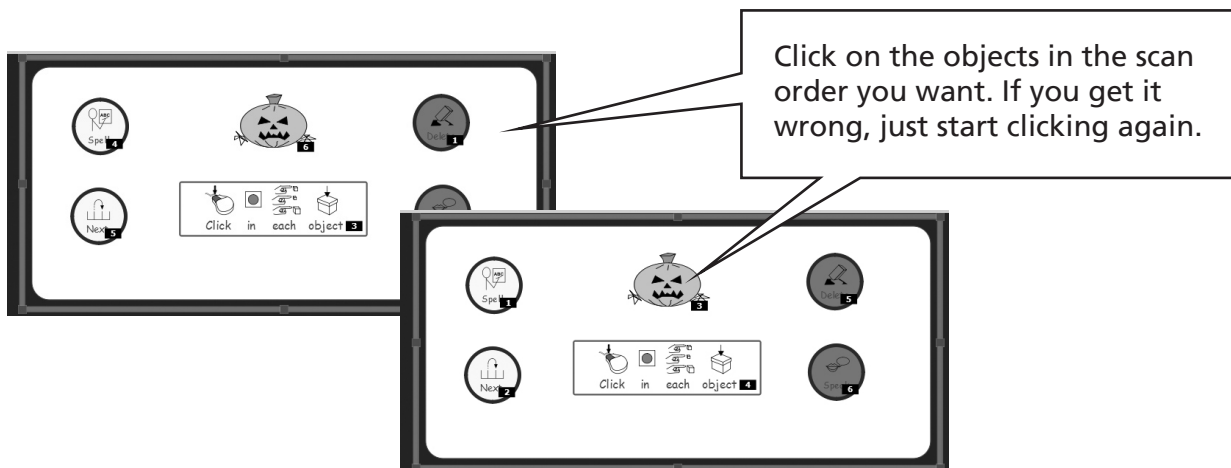


## B7.5 Setting the scan order

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 section C2. Toolbars.



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.



Click out of the tray when you have finished.

# C. Preferences and toolbars

## Overview

This section deals with the start-up preferences and toolbars, which together comprise the working interface.

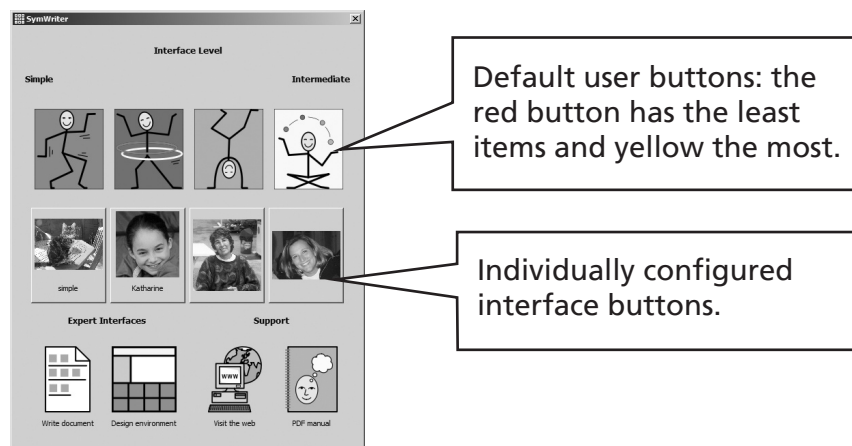
The four non-expert buttons give a range of toolbars. The default start-up preferences will apply to all four of these toolbar sets and also to both the expert interfaces: Write Document and Design Environment.

An interface is normally opened through buttons on the launcher.

Each button sets up two different aspects of the program:

- The toolbar interface.
- The start-up options such as font and graphic sizes, whether symbols show, and many others including switch settings.

In addition to the default buttons, you can set up 10 of your own interface buttons to add to the launcher. These buttons are created by configuring the toolbars you want and you can save the current document settings and switch access, to this button. Section C2.1 Changing the toolbar buttons and layout describes how to make your own toolbar interface. Section C2.2 Changing your default expert interfaces explains how to create a button to launch the program using a new interface with saved toolbars and preferences.



# C1. Start-up preferences

## C1.1 Start appearance

The preferences set the start-up conditions of the program.

This section shows you how to set up the start-up preferences that apply to the default buttons on the launcher.

From the **Tools** menu select **Preferences...** There are several tabs on this dialog box. Not all of the tabs are immediately visible, and you will need to use the scroll buttons to navigate across the complete set.

The image shows a screenshot of the 'Set Start-up Preferences' dialog box. The dialog has several tabs: 'Start Appearance', 'Colour Settings', 'Text/Graphics', 'Symbolisation', 'System', and 'Graphic L'. The 'Start Appearance' tab is selected. The dialog is divided into several sections:

- Background colour of 'paper'**: A color selection box with a callout: "Sets the background colour of the writing document."
- Paper options**:
  - Layout**: Radio buttons for 'Page break view', 'Print view', and 'Continuous view'. A callout: "Sets how the pages are displayed."
  - Orientation**: Radio buttons for 'Portrait' and 'Landscape'. A callout: "The printer will scale the document to fit, so it is the shape of the paper that is important. (All A sizes have the same shape.) Also you can set the default to portrait or landscape."
  - Paper Size**: A dropdown menu showing 'A5,A4,A3 etc'.
  - Margins**: Input fields for top, bottom, left, and right margins. A callout: "Sets the paper margins."
- Zoom level**: Radio buttons for 'Fit to width' and 'Fit to space'. A callout: "Sets the zoom level so that the document either fits the available width or the available height."

At the bottom right of the dialog are 'OK' and 'Cancel' buttons. A callout at the top right points to the scroll buttons: "Use the left and right scroll buttons to scroll through all of the preferences tabs."



## C1.2 Colour Settings

### Colour in symbols

Choose whether you want colour or monochrome symbols. This can be set separately in the writing document from symbols in grids on stages.

See section A2.8 Changing properties of the whole document.

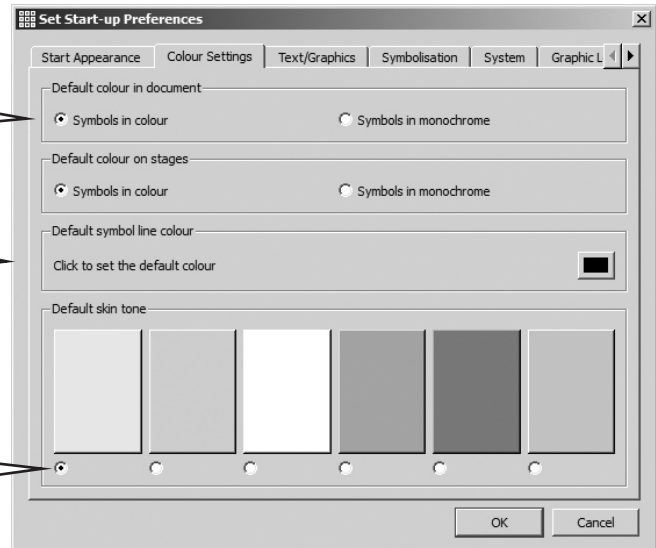
### Symbol line colour

See section A3.12 Line colour of symbols p27.

### Skin tone

Click in the radio button underneath the colour to set the default skin tone.

See section A2.6 Skin tones.

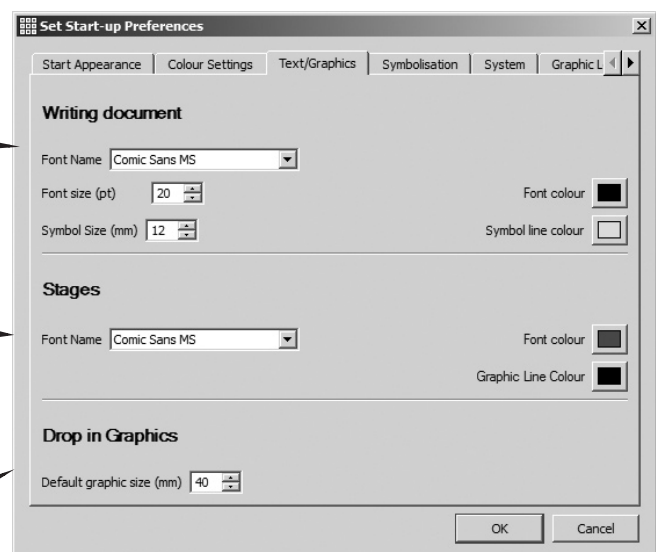


## C1.3 Text/Graphics

Sets the font and graphic properties in the writing document.  
See section A3. Text and symbol formatting.

Sets the font and graphic properties in grids. The sizes are automatic when typing in a grid cell.

This sets the default size of a graphic dropped into a paragraph.

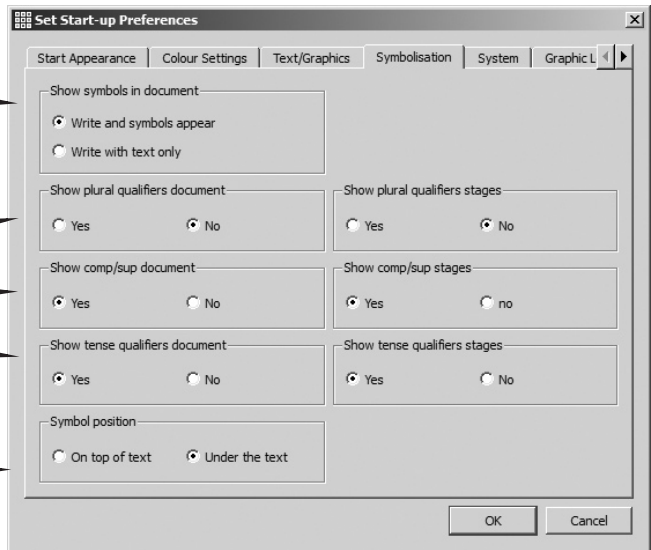


## C1.4 Symbolisation

Sets whether symbols appear by default or not. See section A4.1 Writing in text.

Sets which qualifiers are shown by default: plurals, comparatives and superlatives, and tense. See section A2.9 Qualifiers.

Sets whether the symbols appear above or below the text.

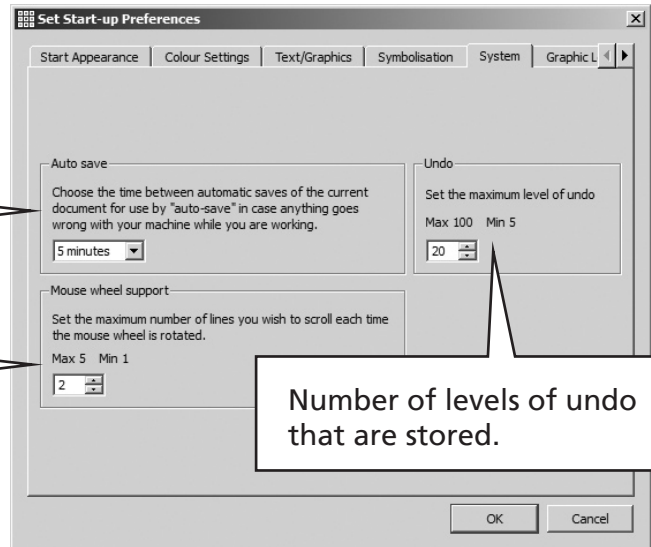


Some settings can be made separately for symbols on stages.

## C1.5 System

This sets the frequency of Auto-save.

Distance of the scroll of the mouse wheel.



Number of levels of undo that are stored.

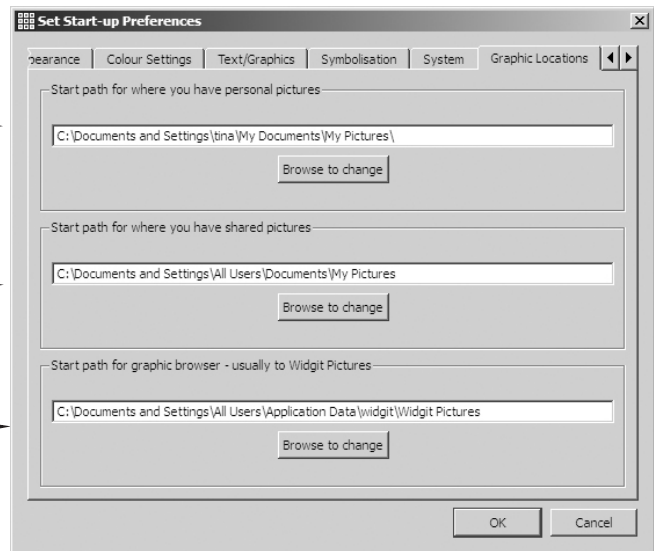
You can set the number of levels of undo. This is set as a default of 10, but you can set it higher or lower. Undo uses memory to store the data needed to undo each step, so you should not make the undo level high unless your computer has plenty of memory.

## C1.6 Graphic Locations

This is where you store your personal pictures.  
See section A5.1 Adding pictures – the graphics browser .

Location of shared resources.

Location of Widgit Pictures, you are unlikely to need to change this.

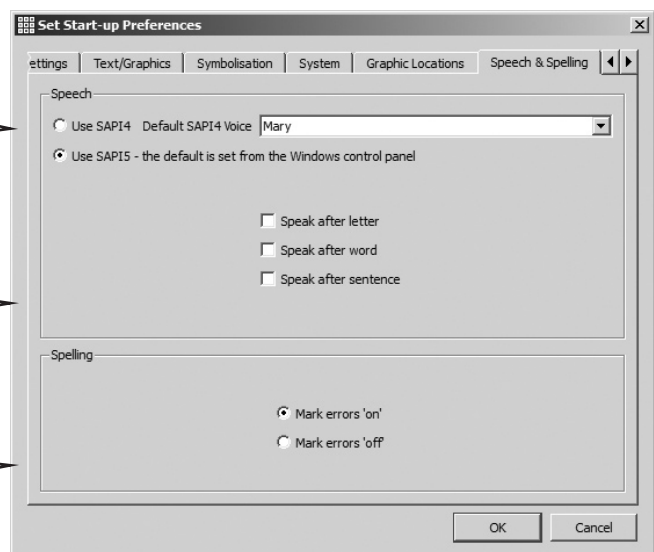


## C1.7 Speech and Spelling

Sets the default type of voice to be used. See section A9.3 Voice selection

Sets whether speech is heard by default when typing. See section A9.2 Auto speech.

Sets whether spelling errors are marked by default. See section A10. Spelling.

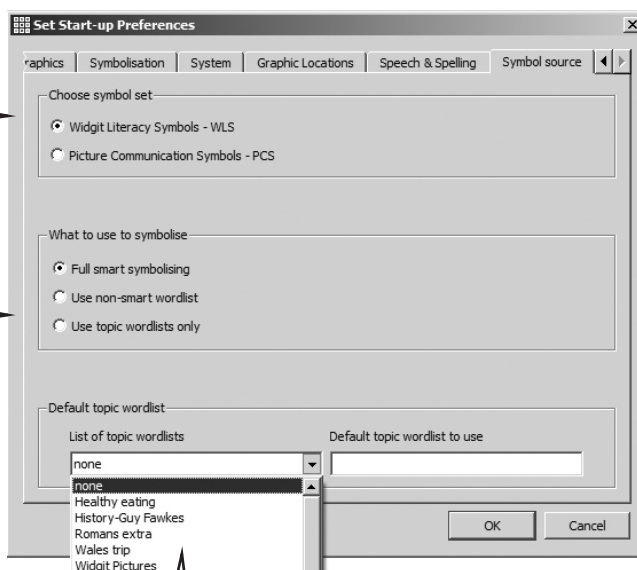


## C1.8 Symbol Source

Specify the symbol set. (If you have also purchased the PCS add-on set. See section A2.10 Symbol sets.)

Choose full smart symbolisation, non-smart wordlist or only use your own wordlist. You will only want to choose this last option if you have made a specially constructed list. See section A11.2 Loading a Topic wordlist.

You can choose to have a particular Topic wordlist open by default every time you open the program. You can also open a topic wordlist at any time while writing. See section A11.2 Loading a Topic wordlist.



The non-smart wordlist works in the same way as the wordlists in Writing With Symbols 2000 and Communicate: In Print 2, where you need to manually select the option for all words with alternative symbols.

There is more detailed information on wordlist and how they may be edited on the website at [www.widgit.com/symwriter](http://www.widgit.com/symwriter)

## C2. Toolbars

You can make an immediate temporary change to any of the toolbars whatever level of access you have. You can also load any pre-saved toolbar sets. However you cannot save toolbars unless you are in one of the two expert modes accessed through Write document or Design environment.

### C2.1 Changing the toolbar buttons and layout

Open SymWriter from the green button on the launcher. From the **View** menu select **Configure interface....**

*This is the view that you see if you select a non-expert interface. With this you can change the toolbars for this session only. To save an interface for future use you need to be in one of the "expert" modes, either Write document or Design environment.*

The screenshot shows the 'Edit Toolbars' dialog box with the following components and callouts:

- Toolbars panel (left):** Lists different toolbars used in the interface. A callout states: "Toolbars panel lists the different toolbars that are used in this interface. Click on each of the toolbars in this list to see it highlighted on your own toolbars." The 'Main' toolbar is currently selected.
- Available Buttons (center):** Lists all remaining possible icons available to add to the current toolbar. A callout states: "Available buttons lists all the remaining possible icons available to add to the current toolbar." Categories include Accessibility, Align graphics, Appearance, Bullets, Clipboard, and Design mode.
- Current Toolbar Buttons (right):** Shows the buttons currently on the highlighted toolbar. A callout states: "Current toolbar buttons panel shows the buttons that are on the currently highlighted toolbar." The 'Centre' toolbar is selected, showing buttons for 'Centre' (Ctrl+E) and 'Left' (Ctrl+L).
- Button Size (bottom):** A slider to change the size of the buttons. A callout states: "Move this slider to change the size of the buttons on the toolbar." The current size is 43.
- Apply to (bottom right):** Radio buttons for 'All toolbars' (selected) and 'Selected toolbar'.

Click on **text and symbol** in the **Toolbars list** on the left. In the **Current Toolbar Buttons** panel on the right you will then see a list of the buttons and their names which this toolbar contains.

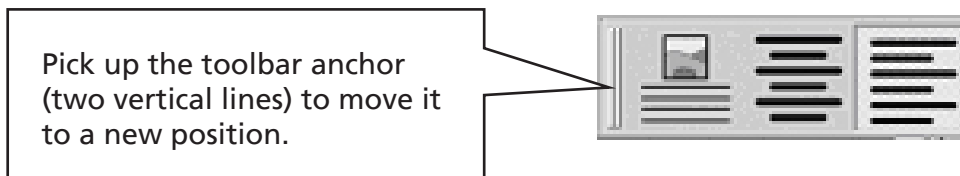
### Adding, removing and ordering of buttons



The central buttons allow you to add or remove buttons and move them up or down in the list. Try adding something now and moving it. You will see the changes immediately in the toolbars on your screen.

### Moving individual toolbars

You can also move the toolbars to change their order or to create a second row.



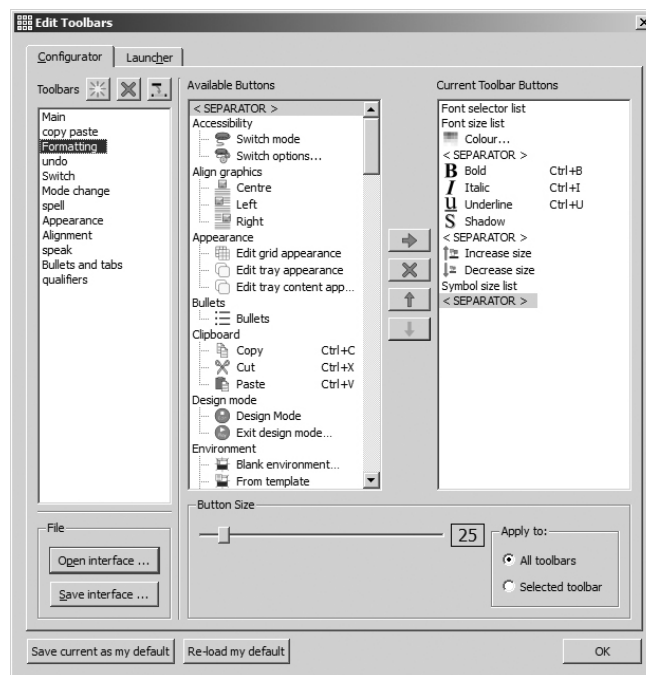
When you click **OK**, the changes you have made will be available for immediate use. They will not, however remain once you have returned to the launcher, or closed the program. If you do not wish to use your changes, but to revert to the originally selected interface, close the dialog box with its **Close** icon.

You can also load another saved toolbar set from the **Open interface** button.

## C2.2 Changing your default expert interfaces

To edit or create toolbars to save, you must be in one of the expert modes. From the launcher, select **Write document**, and then go to the **View** menu and select **Configure interface**.

This will show you the current toolbars. There are different default toolbars when you launch from the **Design environment** button. However the process of editing those is exactly the same as described below.



You can edit the current (expert) toolbar in the way described in C2.1 Changing the toolbar buttons and layout and by clicking OK will be able to use those changes without changing your default.

If you have been experimenting and don't want to use these changes, you can click on **Re-load my default**, to restore the original.

To use the setting in the future for the **Write document** button click on **Save current as my default**.

If at any time you want to return to the expert interfaces provided with the program then choose the **Tools** menu, **Restore expert interfaces->Writing** or, **Restore expert interfaces->Design**, as required.

---

## C2.3 Creating and editing interfaces

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Go to the **View** menu and select **Configure interface** and you can create completely new toolbar sets provided you are in one of the Expert modes.

The three toolbar control buttons are:



Create a new toolbar



Delete a toolbar



Rename the highlighted toolbar.

To start from the beginning, delete all the existing toolbars in the left column. Alternatively open an existing saved interface to modify. There are *copies* of the four default student interfaces available for you to use as a starting point. These are named after the colours of the buttons.

Edit the toolbars as you want, including deleting or adding new ones, and setting the toolbar size.

When saving an interface, as well as the toolbars, it will save the status of the graphic and symbol chooser panels. You can open or close these now before saving your new/modified interface.

When you have finished, click **Save** and give the new interface a name, or select an existing one to over-write it.

Note: You cannot edit the four default user interfaces.



## C2.4 Adding an interface button to the launcher

When you have saved your new toolbars for an interface you can click on the **Launcher** tab of the **Edit Toolbars** dialog to create a button on the launcher for this interface. You can have up to 10 additional buttons.

When you save an interface to a button, you can also include some of the document settings. These include:

- Font name, size and colour.
- Symbol size, symbols on/off, text on top of symbol.
- Qualifier settings.
- Leading and tab settings – see sections A3.5 Paragraph alignment, word and line spacing and A3.6 Tabs.
- Speech and Spelling settings.

It is best to write a few words into the document behind the configurator panel and to change any settings as necessary from the menus.

The screenshot shows the 'Edit Toolbars' dialog box with the 'Launcher' tab selected. The dialog is divided into several sections: 'Configurator', 'Launcher', and 'Manage buttons'. The 'Launcher' section contains a grid of buttons and a section for adding a new button. The 'Manage buttons' section contains buttons for 'Change order', 'Remove button(s)', and 'Desktop Link'. Eight numbered callouts provide instructions for each step:

1. Click on the drop-down arrow to select a saved interface for the button.
2. Enter some short text to label the button.
3. Navigate to find an (optional) image for your button.
4. Check this box to save the current document settings with the interface.
5. Check this box to save the current switch settings.
6. Add this button to the Launcher panel.
7. Move or delete selected user-defined buttons.
8. Add to desktop link. See section C2.5 Creating a personal desktop link for an interface.

You can delete user defined buttons and change their order. Highlight any buttons you wish to delete and select **Remove button(s)**. To change the order of buttons highlight two or more and select **Change order**.

You can edit a button by highlighting it, make the changes you want, and then click **Add**.

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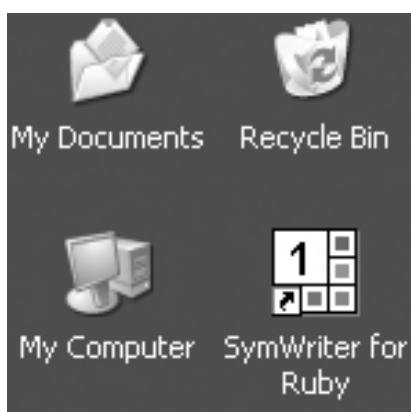
## C2.5 Creating a personal desktop link for an interface

---

You can create a desktop icon to automatically open the program with a specific user-defined interface. This link can also automatically open with a pre-selected environment.

Click on the **Launcher** tab of the **Edit toolbars** dialog. Select the interface file from the list, (task 1, C2.4 Adding an interface button to the launcher) check the relevant settings boxes (task 4, 5, C2.4 Adding an interface button to the launcher) and then click on **Desktop Link**. You will then have the option to select from one of the environment files from a pop-up list.

You will then find a new icon on your desktop.



# D Symbols

## D1. 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:

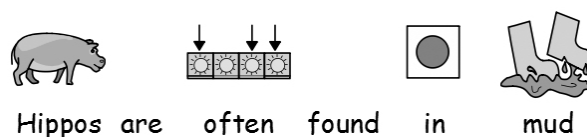


### 2. Levels of symbolisation

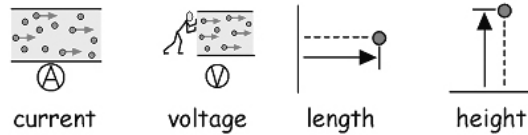
There are different views about the appropriate level of symbol support for text. There are however two distinct types of symbol usage:

- where the reader relies on the symbols to provide the information.
- 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.




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## D2. Five golden rules

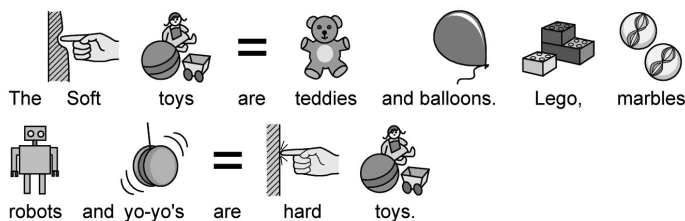
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Whichever level of support you use, the following five golden rules should be helpful:

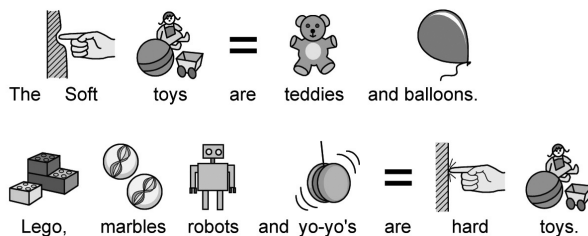
### 1. Layout = Punctuation

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.



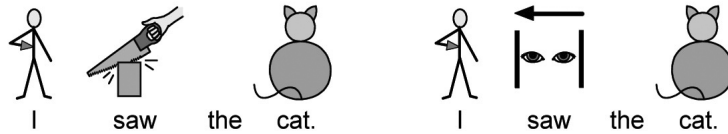
Example 1b. Correct layout.



## 2. Choose symbols carefully

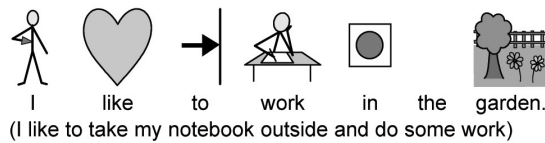
Many words have more than one meaning, so there are often alternative symbols. SymWriter allows you to view these alternatives, so choose your symbols carefully. Sometimes the differences in concepts are quite subtle.

Example 2a. Significantly different meanings of words.

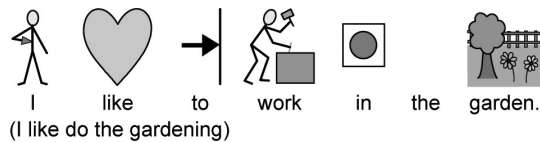


Example 2b. More subtle symbol alternatives.

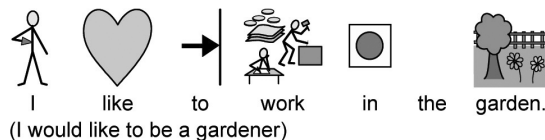
**Work meaning office work**



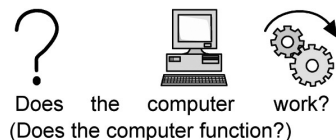
**Work meaning manual work**



**Work meaning job**



**Work meaning function**



## 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.

## D3. 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.

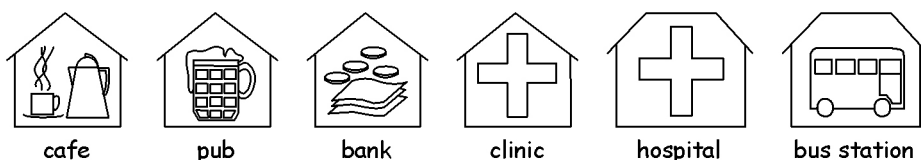
Whilst many symbols are immediately recognisable by anyone, others need to be learned. By using a common and consistent design criteria, the WLS aim to make the learning task easier.

### Description of the Widgit Symbol schema and conventions

The following are the principal schema and conventions.

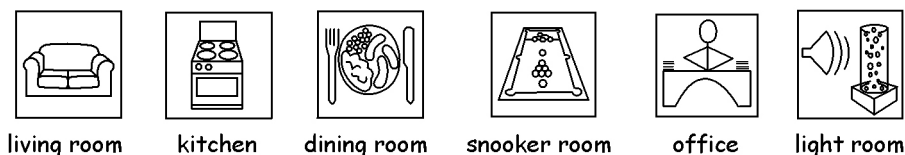
#### Buildings:

There are two styles of building: standard and large buildings. This enables distinction between buildings such as corner shop and supermarket, clinic and hospital.



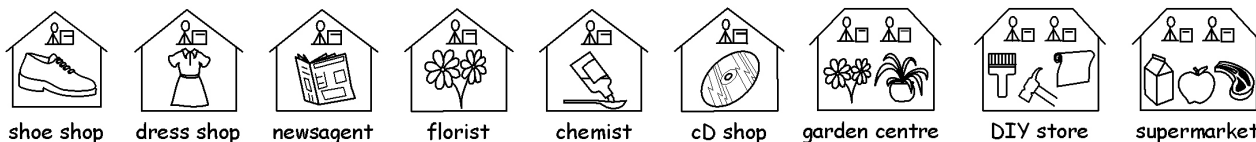
#### Rooms:

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.



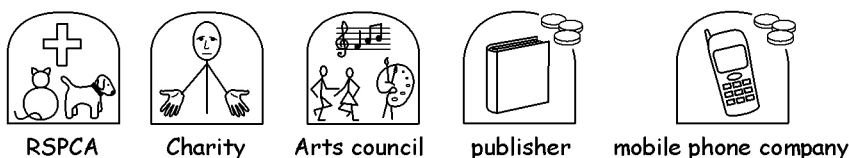
#### Shops:

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.



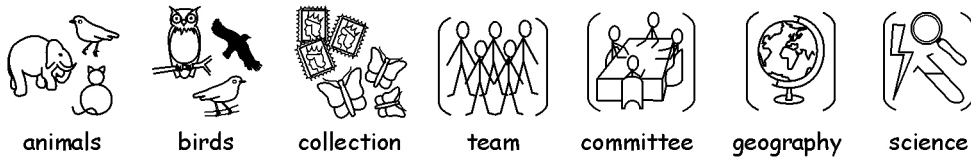
#### Business and organisations:

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.



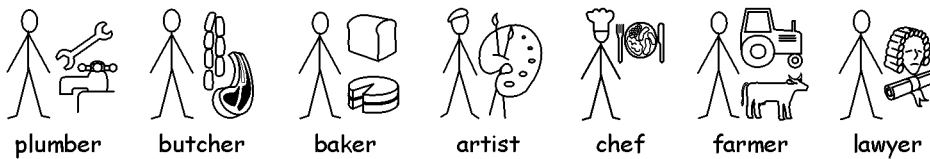
**Groups, collections, and subjects:**

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.



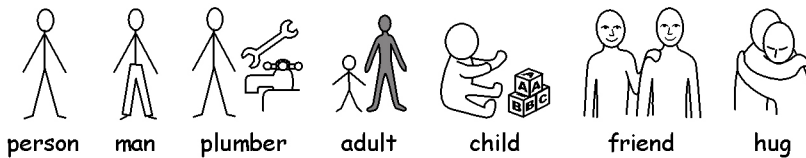
**People and jobs:**

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.



**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.



**Family:**

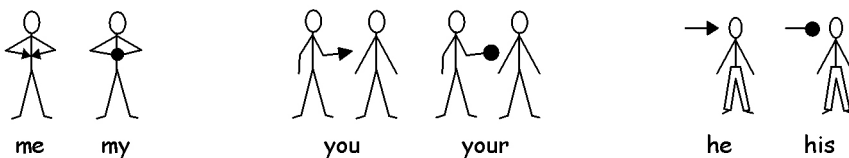
The circle indicates 'belonging'. Mother is a woman in a circle (my woman) and wife has a heart attached. Girlfriend has the heart but no circle. Sister and brother are used with grey to draw attention to the target element, with a genderless sibling in the circle. Family members from the wider family 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.



**Pronouns:**

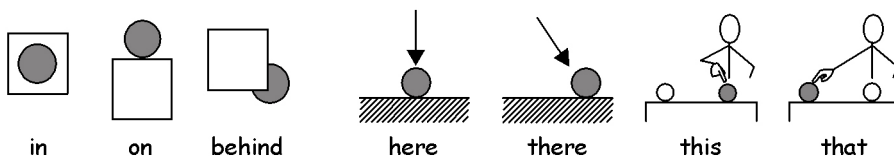
There are two types of pronouns illustrated: personal and possessive.

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.



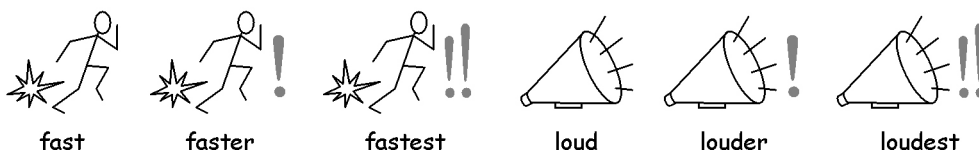
**Prepositions:**

The target is shaded in grey/red.



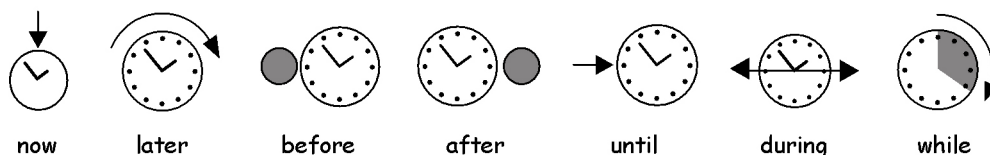
**Comparatives:**

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.



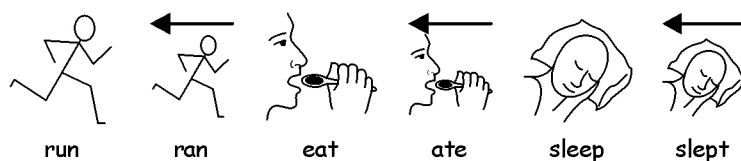
**Time:**

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.



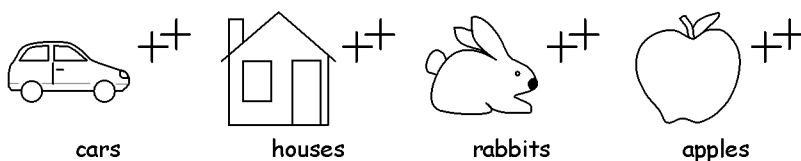
**Tenses:**

Past tenses are indicated by a back arrow over the verb and the future by a forward arrow.



**Plurals:**

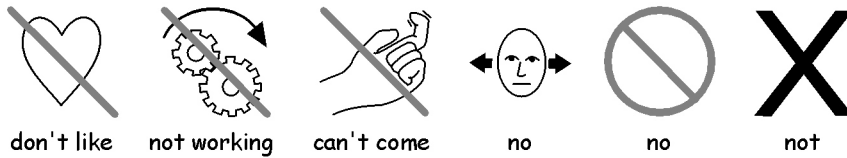
Plurals are indicated by the double plus (similar to more and also). However not all symbol readers need the plurals, either because they are confusing or because they can read the word and are using the symbol to remind them of the concept. There are options to hide the qualifier in the Communicate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





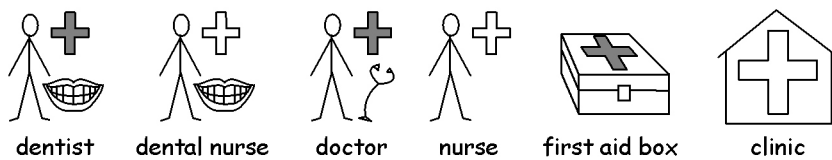
**Negatives:**

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:



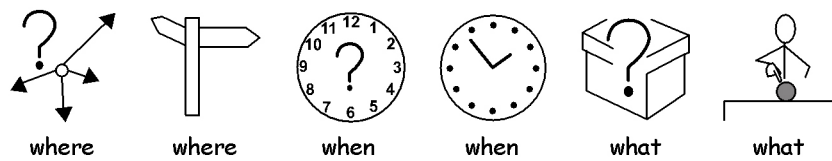
**Medical symbols:**

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.



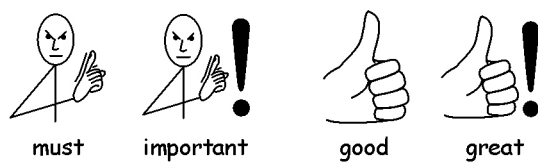
**Question words and non-questions:**

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



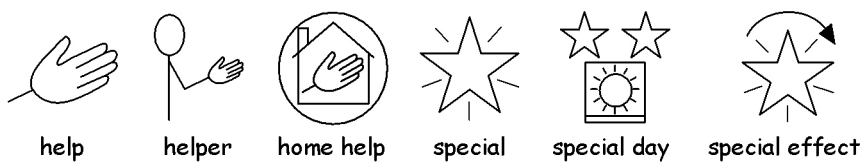
**Exclamations:**

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



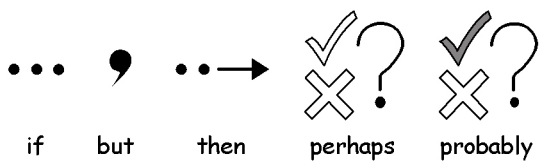
**Other key elements:**

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



**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.

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## E. Glossary

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**Arrow-mode** (Section B2.2 Choosing the layout of a grid p52)

When working with grids and stages, arrow-mode is used for most purposes other than writing into cells. Examples are resizing, linking, editing appearance and moving. Compare with text-mode.

**Button** (Section B6.2 Making a single tray p82)

Specifically within SymWriter a button is like a single cell that can be placed in a tray or directly onto a stage. 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 p48)

A cell is a single entity within a grid. Usually a cell 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 p48)

A command graphic is an image that when clicked can send actions to the document.

**Document** (The window layout p8, Section B3.1 Documents and Environments p63)

The document (or writing window) is the area of the screen where you can type directly into, and which can receive input from the grids.

**Design-mode** (Section B2.1 Starting in Design-mode p51)

This is the normal mode when testing an environment. You can go to test-mode to try the activity and return to edit-mode with the stop button on the toolbar.

**Environment** (Section B3.1 Documents and Environments p63)

The writing window together with any other grids and objects to assist writing is called an environment.

**Grid** (Section B2.2 Choosing the layout of a grid p52)

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

**Home grid** (Section B4.2 Making a sequence of linked grids p68)

After loading an environment the home grid 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 p11)

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 p23)

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 leading.

**Qualifier** (Section A2.9 Qualifiers p18)

A symbol may have a qualifier to indicate a plural, a tense, or a comparative or superlative.

**Stack** (Section B4.1 Auto linked grids p66)

This is a set of grids or trays on top of one another, occupying the same space on the stage.

**Stage** (Section B – introduction p48, Section B2. Making a grid p51)

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

**Student** (Introduction – Using this guide p7)

The word student will be used to mean the person who uses the grids or the writing tools to enable them to have greater literacy access, whatever their age, or educational status.

**Teacher** (Introduction – Using this guide p7)

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 B2.13 Testing a grid p59)

When designing an environment you can go to test-mode (click the Play button) to try it out.

**Text box** (Section B6.1 What is a tray – overview p82)

A text box is like a single cell that can be placed in a tray or directly onto a stage. It is rather like a button, but has different default visual settings.

**Text-mode** (Section B2.2 Choosing the layout of a grid p52)

When working with grids and stages in the designer, text-mode is used for writing text into grid cells. Compare with arrow-mode

**Tray** (Section B6.1 What is a tray – overview p82)

A tray is a holder for a group of objects such as buttons, text boxes and command graphics.

**Wordlist** (Section A11.1 Wordlists p43)

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 or personal vocabulary.

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## Appendix 1 Location of files

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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\Symwriter. 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. 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.**

### 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 A11.2 Loading a Topic wordlist p44

\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 p14

\Widgit\Widresources

Contains the symbol data

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

**Key fact: It is necessary to have write access to this area when installing Resource packs for use with SymWriter if those packs contain graphics and/or 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.

\Widgit\Symwriter\Environments

This contains the environments and template environments to be used by students and shared by students.

When you download or install any low-cost/free Resources to use with SymWriter, these are almost certain to contain environments for shared use. 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.

#### **Key facts:**

- 1. 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.**
- 2. 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.**
- 3. It is necessary to have write access to this area when installing Resource packs for use with SymWriter if those packs contain environments (which is almost certain).**

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

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## Appendix 2 Copyright

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### **Copyright conditions on distribution of materials containing Widgit Literacy Symbols (WLS) (formerly known as Widgit Rebus Symbols) or Mayer Johnson Picture Communication Symbols (PCS).**

Widgit Software (as a division of Logotron Ltd) is authorised to manage the copyright permissions and compliance on behalf of Mayer-Johnson for symbols used within the UK and the Republic of Ireland.

This document refers to the use of symbols from either of the WLS or PCS symbol sets.

Printed documents (books, materials, leaflets, posters etc).

1. Documents to print where symbols are embedded in third party applications (e.g. PDF, MSWord and Clicker 5 files).
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).

Symbols are copyright and cost a great deal to develop and maintain. We therefore have to ensure that people who use symbols pay an appropriate amount for their use.

Where the user already has a licence for the symbols, and the files can only be accessed through licensed copies of the software, there is no additional charge for the use of the symbols. E.g. a file for Communicate: In Print or Boardmaker. Where the symbols are provided in a different form, either in print or electronically, including on a website, the customer must pay for the use of the symbols.

### **Small Scale Distribution**

This covers distribution within a single authority/organisation, where the distribution is less than 500 copies, or the website is specifically created for a local group such as school or college.

Where the supplier is an individual, small organisation or small business, the resource provider is required to pay Widgit a royalty on the following basis:

### **Allowance for non-chargable distribution of documents containing symbols:**

A small amount of printed or web based symbol documents may be provided without any payment provided the total number of symbols included in ALL resources distributed by the organisation does not exceed 100 different symbols.

The exception to this are resources printed or shared amongst members of the local organisation that has purchased the symbol software (e.g. Communicate: In Print or Communicate: SymWriter). A single school, day-centre or hospital is regarded as the purchasing organisation and not the larger authority such as Local Authority or Health Authority e.g. pupils and teachers in a school are regarded as the members and in this instance, materials may also be sent home with the pupil. There is no restriction on the number of symbols that can be distributed between members of this effective purchasing organisation.

Widgit does not wish to prevent people with reading difficulties gaining access to materials and information, and there may be other circumstances where it is possible to negotiate reduced terms or permission to distribute with a zero royalty rate.

### **Small scale distribution beyond the non-chargable distribution allowance**

#### **1. Materials supplied in printed format**

the rate is 2p per unique symbol used in the pack.

#### **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.

### **Larger scale distribution**

Where the symbols are included in corporate documents, are for national distribution by companies or national organisations, or are for sale outside of the not-for-profit area, then specific copyright permission MUST be obtained through Widgit Software.

Distribution of materials on a larger scale, or by commercially viable organisations, by national organisations, are for sale outside of the not-for-profit area or where more than 500 copies of the resource are likely to be distributed, needs specific approval with prices on application.

### **Acknowledgement**

Each resource, whether free or for sale, must carry an appropriate acknowledgement on each separate document or individual sheet that might be used separately, prominently stating that the symbols are:

Widgit Literacy Symbols © Widgit Software 2007 (or the current year) plus the web address [www.widgit.com](http://www.widgit.com).

Or

PCS symbols © Mayer-Johnson LLC 2007 (or the current year) plus the web address [www.mayer-johnson.com](http://www.mayer-johnson.com)

[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.]

### **Registration**

All resource providers distributing symbols free or for sale, which falls outside of the allowance for non-chargable distribution of documents containing symbols, must register and complete an application form available to download from [www.widgit.com/copyright](http://www.widgit.com/copyright) or by contacting the copyright team.

All enquiries on copyright or a paper version of this registration form can be obtained from Widgit Software (copyright enquiries)

1st Floor, Bishops House, Artemis Drive, Tachbrook Park, Warwick, CV34 6UD, United Kingdom  
or by email from [copyright@widgit.com](mailto:copyright@widgit.com)