



**Click to Read**

# Life Skills

## User's Guide



**Created by:** AIMEE Solutions

**Programming by:** Mark Larson and Christopher Kempke

**Narration:** Vicki Larson and Dan Amundsen

**Menu design and layout:** Carrie Ogurek

Copyright © 2010 - 2011 by AIMEE Solutions and Marblesoft. All rights reserved.

Picture symbols copyright © 2002 - 2009 by SymbolStix, LLC

# Contents

User's Guide . . . . .	1
System Requirements . . . . .	3
Installation. . . . .	3
What's on the CD . . . . .	4
Running the Programs. . . . .	5
The Main Menu . . . . .	6
Reading and Recall Activities. . . . .	7
Read the Story. . . . .	7
Interactive Story. . . . .	8
Tell the Story . . . . .	9
Show What You Know . . . . .	12
Bingo . . . . .	14
Concentration . . . . .	15
Vocabulary Practice . . . . .	16
Settings . . . . .	17
Direct Selection . . . . .	17
Scanning. . . . .	18
Click Sound . . . . .	20
Music Options. . . . .	20
Picture Symbols . . . . .	20
Colors . . . . .	21
Speech Options . . . . .	22
Auto-Advance Options . . . . .	22
Default Settings . . . . .	22
Tech Support . . . . .	23
Resources . . . . .	23

# System Requirements

*Click to Read: Life Skills* for Macintosh requires MacOS 10.4 or later. *Click to Read: Life Skills* for Windows requires Windows XP or later.

A color monitor of 1024 x 768 pixels or larger is required. The programs resize themselves to fit your monitor, so the larger the monitor you have, the larger the picture will be.

Unless otherwise indicated, we'll use the phrase *Life Skills* to refer to any of the *Click to Read: Life Skills* programs.

## Installation

### Macintosh

To install *Life Skills* on a Macintosh, insert the CD in the drive. Double-click the installer icon to begin the process. The installer places all the *Life Skills* files inside the AIMEE Solutions folder in your Applications folder. It will create an AIMEE folder if none exists, and it will create an alias on your desktop. You can drag the alias to your Dock if you prefer.

### Windows

To install *Life Skills* on Windows, insert the CD in the drive. The installer should start automatically. If you have turned off the auto-start feature, double-click the setup.exe icon to begin the process. The installer places all the *Life Skills* files inside the AIMEE Solutions folder in your Program Files folder. It will create an AIMEE folder if none exists, and it will add the *Life Skills* programs and the User's Guide to your Start menu.

# What's on the CD

## The Programs

*Life Skills* contains four different stories (pictured on right) that support a central theme. Reading opportunities progress from a simple read-aloud book to leveled story recall at a pace determined by the teacher. Simple games place additional emphasis on core vocabulary and may be customized for individual student needs.

Each story is a multi-level interactive computer program that

- builds vocabulary through simple text and picture support
- encourages early literacy
- supports different reading opportunities / strategies
- recognizes the need for different types of user access
- allows student independence and success

## Print Books

Along with each program is a “print book” which allows you to print a copy of the story for each student that may be used during guided reading, for independent practice, or for home reading.

Notes for printing:

- Set your print settings for letter-size paper and landscape orientation
- Printing books on off-white paper may reduce visual glare and eyestrain for some students
- Place pages in non-glare page protectors or laminate for increased durability
- If you prefer to print a smaller book (such as a half-sheet of paper), you can use your printer’s layout settings for 2-up or 4-up printing.

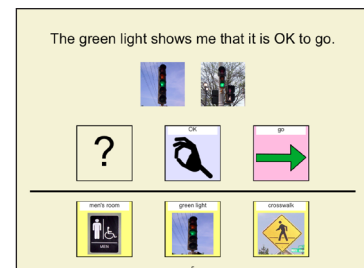
## Vocabulary Cards

The core vocabulary is provided on small cards that you may print, laminate and cut apart. Ideas for use:

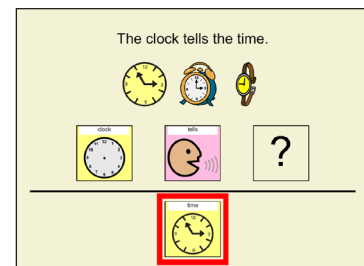
- Pre-testing and post-testing for vocabulary recognition
- Flash cards for additional practice
- Matching activity – have the student select the card that is associated with a particular page in the print book
- As the student is able to correctly identify a word, place the vocabulary card on a chart or poster that proudly announces “I know my words!”
- Make 2 sets of cards to play a light tech version of concentration
- Review and reinforcement after the student has finished a book and is working on another



*Ben Goes Shopping*



*Community Signs*



*What Time Is It?*



*How Much Is It Worth?*

# Running the Programs

## Macintosh

To launch a *Life Skills* program, double-click the *Life Skills* icon on your desktop, or click the icon in your Dock. If you have deleted these aliases, or if you're launching the program from a different user account, open your Applications folder, then the AIMEE Solutions folder, then the *Life Skills* folder. Double click the desired program icon to start the program.

## Windows

To launch a *Life Skills* program, select it from the AIMEE Solutions folder in the Start menu. If you have deleted this shortcut, open your Program Files folder, then the AIMEE Solutions folder, then the *Life Skills* folder. Double click the desired program icon to start the program.

# The Main Menu

After a short introduction, the *Life Skills* main menu screen will appear. The main menu is the command center of the program. (*Ben Goes Shopping* menu shown here.)



You can return to the main menu screen from any of the Reading and Recall activities by pressing the “ESC” key. You can press ESC again to show or hide the menu bar and reveal all the program shortcuts.

Click on the “Settings” icon to bring up the Settings dialog. You can also bring up the Settings dialog at any time during the program by typing (**Mac:** ⌘-K or **Win:** Ctrl+K). See [Settings](#) on page 17 for a complete description of the program settings.

Click the “Quit” icon to quit *Life Skills*. You can also quit the program at any time by choosing Quit from the menu bar, or by typing (**Mac:** ⌘-Q or **Win:** Ctrl+Q). On Windows, you can also quit the program using the standard Alt+F4.

From the main menu, you can also select any of the three reading and recall activities. Click “Show What You Know” to display a different menu of all the language and literacy practice activities.

The following pages describe each of the activities in more detail. Each story works the same way. We’ll show examples of each as we go.

# Reading and Recall Activities

Each page of the story is divided into two parts, separated by a horizontal line. The text and picture of the story are above the line. Vocabulary support icons (picture symbols) representing the meaning of the text are displayed below the line. Pairing symbols with text is beneficial for students who have difficulty interpreting written communication. By default, each symbol is presented on a colored background following the Aided Language Stimulation model (*Engineering the Preschool Environment for Interactive, Symbolic Communication*; Carol Goossens', Sharon Sapp Crain and Pamela S. Elder © 1992 and 1994) To change these settings, see [Settings](#) on page 17.

At the end of the story, the student is given the option to Read Again or Quit. Choosing Quit returns the user to the Main Menu.

## Read the Story

To read the story, select “Read the Story” from the main menu or type (**Mac:** ⌘-R or **Win:** Ctrl+R) from any activity. (*Community Signs* story shown here.)

Signs in the community show me what to do.



---

signs      show me      what to do

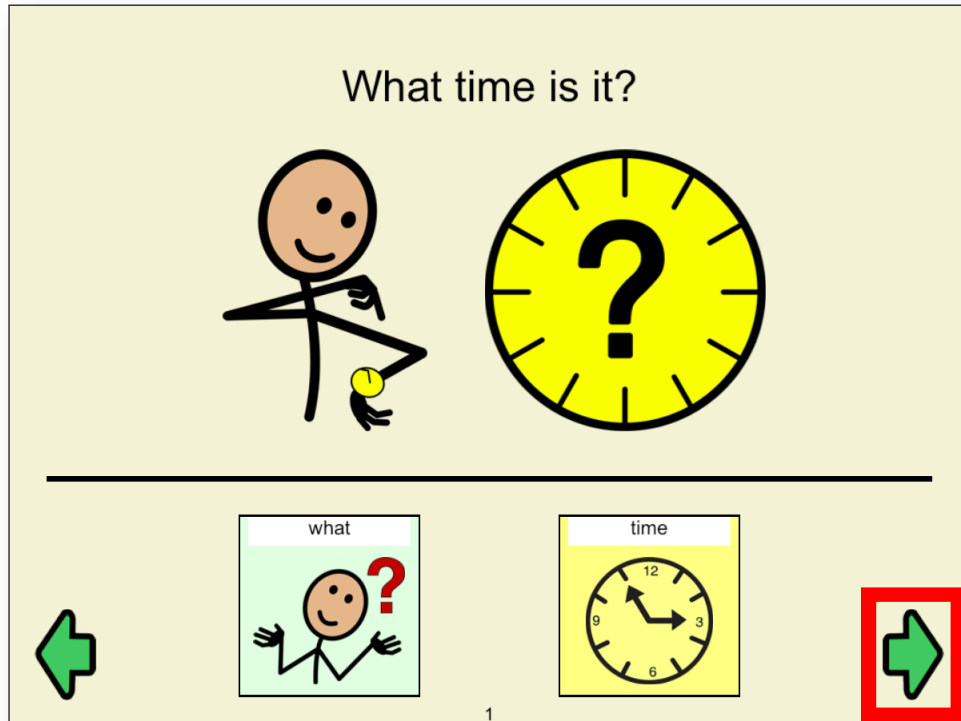


2

In the Read the Story mode, the story is read aloud in either a male or a female voice (see [Settings](#) on page 17), and the user just turns the page by clicking the mouse or pressing a switch when they are ready.

## Interactive Story

To read the story in an interactive mode, select “Interactive Story” from the main menu or type (**Mac:** ⌘-I or **Win:** Ctrl+I) from any activity. (*What Time Is It?* story shown here in scanning mode.)



The Interactive Story mode allows the early reader to explore the story at their own pace.

First, each page is read aloud to the student. The student can click on the text (or select it with a switch) to hear it read again. They can click on the vocabulary support icons (the picture symbols at the bottom) to hear their spoken names. Selecting the page graphic does not provide a verbal response.

Selecting the green right arrow turns to the next page. Selecting the green left arrow turns back to the previous page.

## Tell the Story

The child can tell the story in any of three reading levels. Select the desired level from the main menu. To tell the story again at the previous reading level, you can select “Tell the Story” from the main menu or type (**Mac:** ⌘-T or **Win:** Ctrl+T) from any activity.

Tell the Story is a cloze (fill in the blank) activity that encourages comprehension, memory, and simple sentence composition. As always, each page is read aloud to the student. The row of vocabulary support icons is now displayed above the page dividing line. One or more of the icons is replaced with a placeholder. The student completes the sentence using the core vocabulary icons at the bottom to fill in the placeholders.

When selected, the name of the item is spoken, and it moves to the placeholder without the need to click and drag. Incorrect choices are rejected and move back to their original location. After 3 incorrect choices, the correct selection is revealed. Selecting the page graphic does not provide a verbal response.

Once the sentence is complete, the green right arrow will appear so the student can turn the page.

### Reading Level 1

To tell the story at reading level 1, select “Level 1” from the main menu or type (**Mac:** ⌘-1 or **Win:** Ctrl+1) at any time when already in Tell the Story. (*How Much Is It Worth?* level 1 shown here.)

I like to buy things.

like

?

things

buy

1

On reading level 1, the core vocabulary word has been removed from the sentence and only one choice offered. The student merely selects the correct word to complete the sentence.

## Reading Level 2

To tell the story at reading level 2, select “Level 2” from the main menu or type (**Mac:** ⌘-2 or **Win:** Ctrl+2) at any time when already in Tell the Story. (*Ben Goes Shopping* level 2 shown here.)

Where does he buy dog food?



where      buy      ?

---

dog food      band-aids      book

2

The image shows a reading comprehension activity. At the top, the question "Where does he buy dog food?" is displayed. Below the question are three store icons: a shoe store, a clothing store, and a pet store. Underneath the icons are three boxes: the first contains a stick figure with a question mark and the word "where"; the second contains two stick figures, one holding a red box and the other a green box, with the word "buy"; the third is a white box with a black question mark. A horizontal line separates these from the answer choices below: "dog food" (with a dog food bowl and bag icon), "band-aids" (with a bandage icon), and "book" (with a red book icon). The number "2" is centered at the bottom of the activity area.



On reading level 2, the core vocabulary word has been removed from the sentence and three choices are offered. The student selects the correct word to complete the sentence.

Vocabulary support icons are randomly generated each time the story is told, resulting in a unique activity with each use.

## Reading Level 3

To tell the story at reading level 3, select “Level 3” from the main menu or type (**Mac:** ⌘-3 or **Win:** Ctrl+3) at any time when already in Tell the Story. (*Community Signs* level 3 shown here.)


The stop sign and stop light tell me to stop.




?

---


stop



stop light



stop sign



3

On reading level 3, all vocabulary support icons have been removed and placed in random order. The student arranges the icons in order from left to right to make a correct sentence following the verbal and text model of the sentence.

# Show What You Know

The Show What You Know menu gives you access to the Show What You Know activities. To see the menu, click “Show What You Know” from the main menu or type (**Mac:** ⌘-S or **Win:** Ctrl+S) at any time. (*What Time Is It?* menu shown here.)



You can return to the Show What You Know menu from any Show What You Know activity by pressing the “ESC” key. If you are running Windows 7 or Vista, or Mac OS X, you can press ESC again to show or hide the menu bar.

Click on the “Settings” icon to bring up the Settings dialog. See [Settings](#) on page 17 for a complete description of the program settings.

Click “Main Menu” to return to the main menu, or type (**Mac:** ⌘-M or **Win:** Ctrl+M).

Click the “Quit” icon to quit *Life Skills*.

## The Activities

The Show What You Know interactive games provide students with additional practice learning and identifying the core vocabulary of the story. Core vocabulary words are provided in isolation rather than in the context of the story. As the student advances through the different levels of these activities, increased emphasis is placed on recognizing and giving meaning to text and therefore building early literacy skills. Vocabulary icons are randomly generated and placed each time the student plays, resulting in a unique game every time.

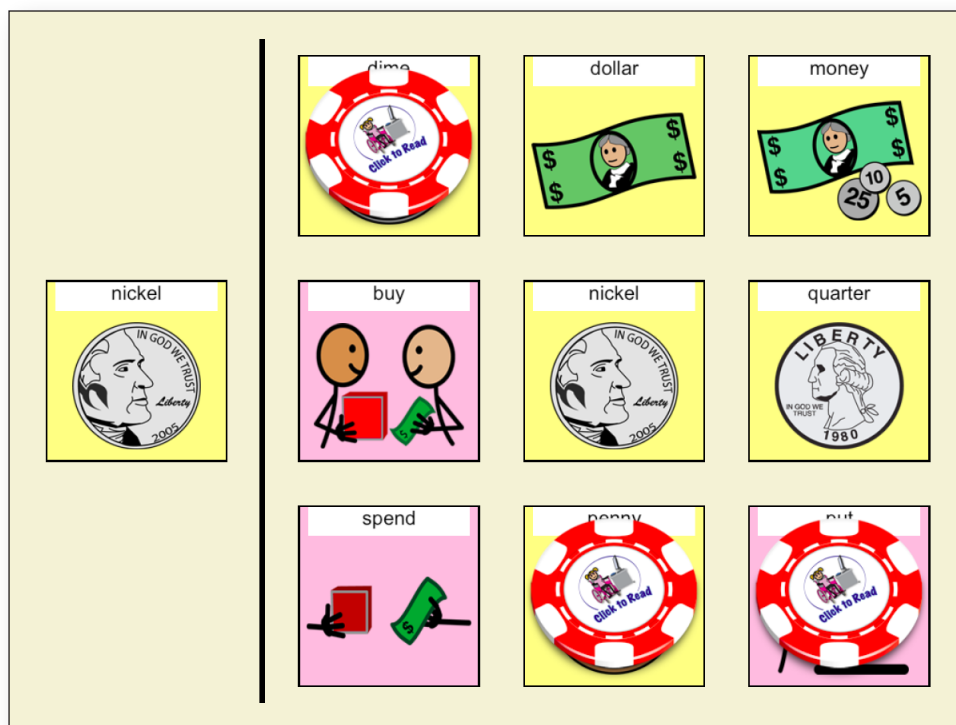
At the end of each game, the student is given the option to Play Again or Quit. Choosing Quit returns the user to the Show What You Know menu.

Click on a “Level” button to run any of the Show What You Know activities at that reading level.

# Bingo

To play Bingo, select any of the levels from the Show What You Know menu. You can also type (**Mac:** ⌘-B or **Win:** Ctrl+B) from any activity to play Bingo at the most recently played level. (Bingo level 1 game from *How Much Is It Worth?* shown here.)

You can change level during a Bingo game by typing (**Mac:** ⌘-1 through ⌘-3 or **Win:** Ctrl+1 through Ctrl+3).



An item is verbally “called” and placed on the left of the screen. The player selects the matching items on the right. A chip is placed on the correct answers and they are dimmed, so they can not be selected again. The user can also hear the prompt again by clicking on the “called” item. Play continues as items are called until 3 in a row are obtained.

## Level 1

The Bingo items contain text and graphics. Visual support is given for the “called” item.

## Level 2

The Bingo items contain text and graphics. The “called” item is auditory only.

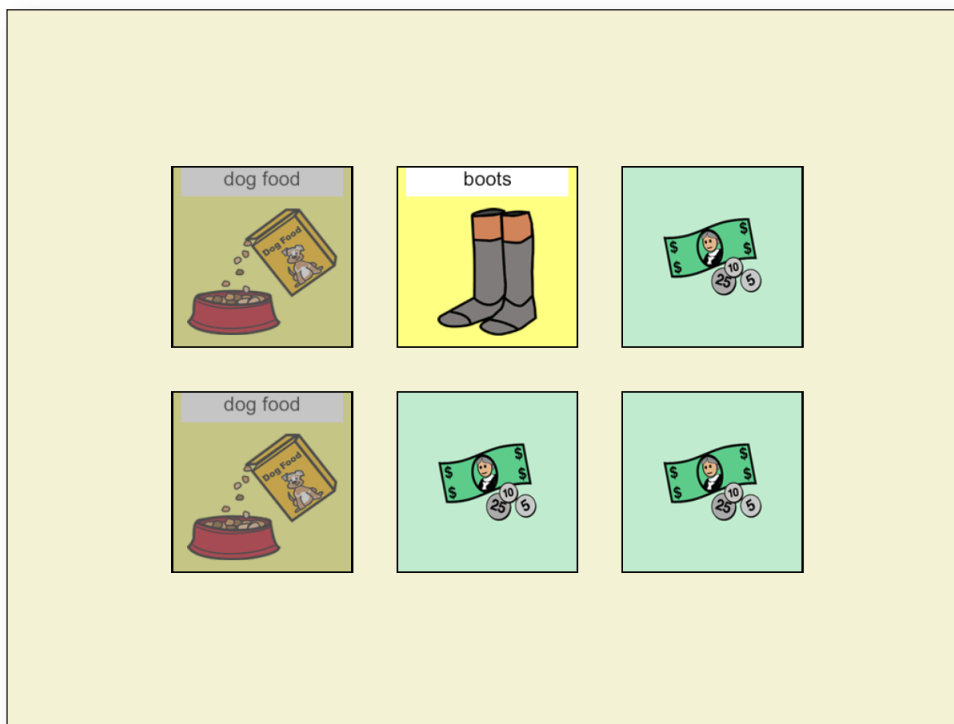
## Level 3

The Bingo items contain text only; the “called” item is auditory only.

## Concentration

To play Concentration, first select the number of cards (6, 8 or 12) from the Show What You Know menu, then select any of the levels. You can also type (**Mac:** ⌘-U or **Win:** Ctrl+U) from any activity to play Concentration with the most recently used number of cards and at the most recently played level. (Concentration level 1 game with 6 cards from *Ben Goes Shopping* shown here.)

You can change level during a Concentration game by typing (**Mac:** ⌘-1 through ⌘-3 or **Win:** Ctrl+1 through Ctrl+3).



The player turns over a pair of cards at a time, trying to find a match. As each match is found, the cards are dimmed so they can no longer be selected. Play continues until all matching pairs have been revealed.

### Level 1

The cards contain both text and graphics.

### Level 2

One card of a pair contains only the text. The other contains only the graphic.

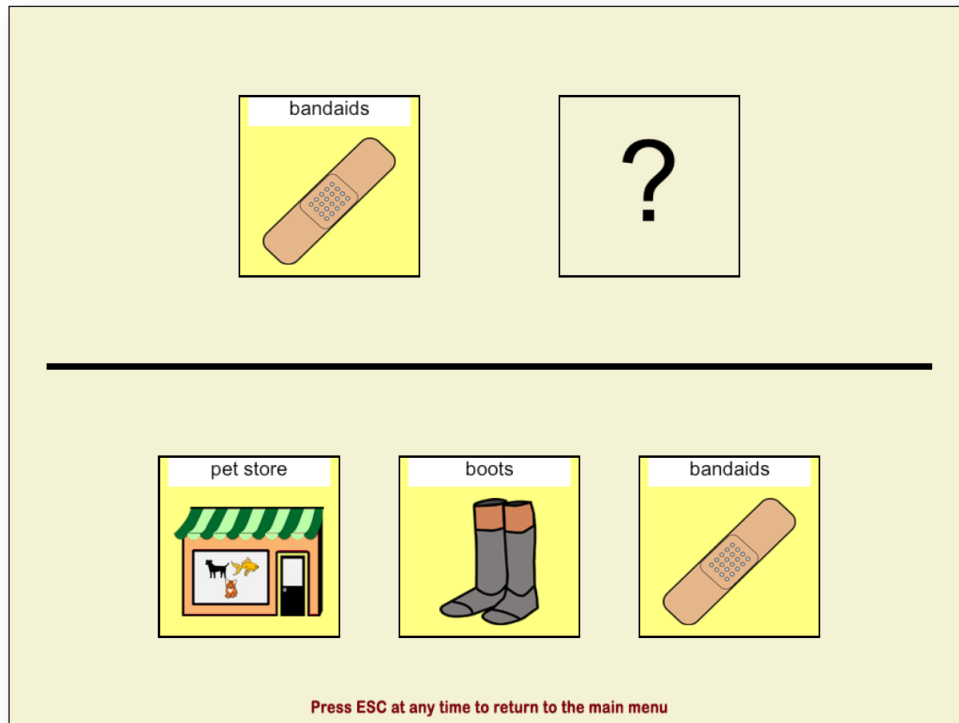
### Level 3

The cards contain only the text.

## Vocabulary Practice

To play Vocabulary Practice, select any of the levels from the Show What You Know menu. You can also type (**Mac:** ⌘-L or **Win:** Ctrl+L) from any activity to play Vocabulary Practice at the most recently played level. (Vocabulary Practice level 1 game from *Ben Goes Shopping* shown here.)

You can change level during Vocabulary Practice by typing (**Mac:** ⌘-1 through ⌘-3 or **Win:** Ctrl+1 through Ctrl+3).



An item is given for the player to match. Three choices are given. The player selects the correct match.

### Level 1

Prompt and choices contain both text and graphics.

### Level 2

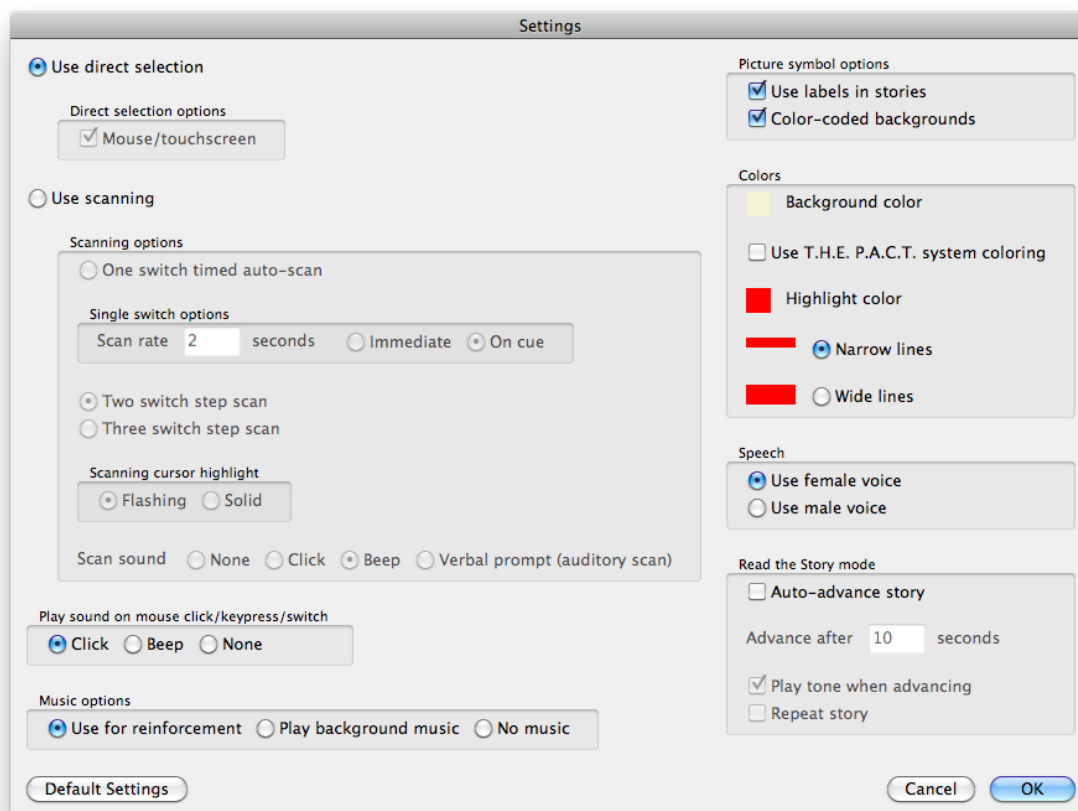
Prompt contains only the text. Choices contain only the graphics.

### Level 3

Prompt contains only the graphic. Choices contain only the text.

# Settings

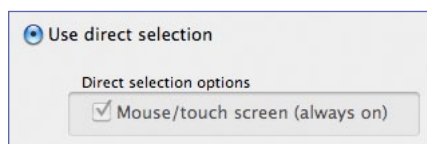
The Settings dialog allows you to set all the optional settings in *Life Skills*. The Settings dialog is automatically opened the first time you run *Life Skills*. You can also open the Settings dialog by clicking the “Settings” icon on the main menu or the Show What You Know menu. Finally, you can open it at any time by typing (**Mac**: ⌘-K, or **Win**: Ctrl+K). A dialog something like this one will appear (this example is from the Macintosh version):



The *Life Skills* settings are described in detail on the following pages.

## Direct Selection

Direct selection allows the user to directly choose an item with a mouse or other pointing device.



## Mouse/Touch screen

There's only one option for direct selection, because all pointing devices work the same way in *Life Skills*. Direct selection is the fastest and easiest way to use the programs for those players who can do it. Simply click on an item to select it.

## Scanning

Numerous scanning options are included in *Life Skills*, and the settings are quickly and easily customized to meet individual student needs. Careful observation and data on student success will help you determine the scan settings that are optimal for each student. Tip: Keep a simple chart of access settings for each student to ensure consistency between sessions. While in scanning mode, the computer will scan all possible choices for the student following a left-to-right top-to-bottom scan pattern. After a choice is made, scanning resumes at the next available item.

Select the number of switches, type of scanning, and the scan rate (for timed auto-scanning). The player can use one, two or three switches to control the program.

With timed scanning (sometimes called “auto scanning”), the computer scans the available choices at the scan rate you have chosen. With step scanning, the student uses two or more switches to scan the choices and make a selection. *Life Skills* offers several variations on each of these methods.

Use scanning

Scanning options

One switch timed auto-scan

Two switch step scan

Three switch step scan

Single switch options

Scan rate 2 seconds

Immediate  On cue

Scanning cursor highlight

Flashing  Solid

Scan sound  None  Click  Beep  Verbal prompt (auditory scan)

### One Switch Timed Auto-Scan

When using a single switch for timed auto-scanning, the computer will scan at the rate specified in the Settings dialog. The student uses the switch to select the current choice.

One switch auto-scanning is the most tedious of scan methods, and can be frustrating for a student who can handle more than one switch. One switch scanning is best for students too young to understand two switch scanning, or those who are only capable of accessing a single switch.

For one switch auto-scanning, configure your switch interface to send a mouse click, space bar, RETURN character, number “1” or letter “Y” when the switch is pressed. The same keys on the keyboard can also be used as “switches”.

## On Cue Scanning

When the “Immediate” button is checked for auto-scanning, the program will start scanning as soon as the program has prompted the student. When the “On cue” button is checked, the program will wait for a switch press to begin scanning. This gives the student time to examine the problem and determine the answer without being distracted by the program scanning.

## Two Switch Step Scanning

When using two switch scanning, the first switch selects the current item, just like with one switch scanning, and the second switch causes the program to scan. The student moves through the choices at their own pace (the scan rate does not apply). Two switch step scanning is the easiest way for switch users to use the program.

For two switch scanning, configure your switch interface to send a mouse click, RETURN character, number “1” or letter “Y” when switch #1 is pressed. Configure your switch interface to send a right-click, space bar, TAB character, number “2” or letter “N” when switch #2 is pressed. The same keys on the keyboard can also be used as “switches”.

## Three Switch Step Scanning

With three switch scanning, the student uses an optional third switch to scan in reverse. As before, switch #2 scans to the next choice, and switch #1 selects the choice, and the scan rate does not apply.

Three switch scanning is the fastest way for an accomplished switch user to use the program.

For three switch scanning, configure your switch interface to send a mouse click, RETURN character, number “1” or letter “Y” when switch #1 is pressed. Configure the interface to send a right-click, space character or number “2” or letter “N” when switch #2 is pressed. Configure the switch interface to send a TAB character or number “3” when switch #3 is pressed.

## Flashing Scanning Cursor

When the “Flashing” button is on, the scanning cursor flashes once per second. This visual cue draws attention to the location of the cursor.

## Solid Scanning Cursor

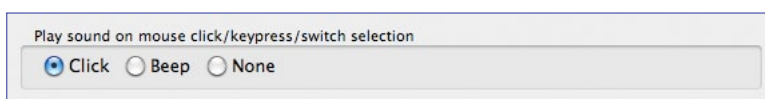
When the “Solid” button is on, the cursor doesn’t flash at all, but always remains on the screen. There are two main reasons for using this option. First, if the student is distracted by the flashing of the cursor, you can turn it solid. Second, if the scan rate is set very fast, like 1 or 2 seconds, it can sometimes be easier to follow with a solid cursor.

## Scan Sound

The scan sound is the sound that is played when the program scans through the choices, either automatically for one-switch scanning, or when the user scans manually. The program can play a click or a beep sound, a verbal prompt, or none at all.

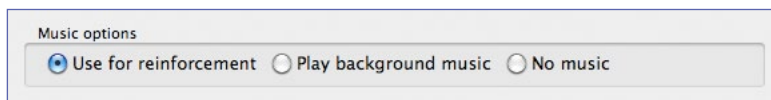
The verbal prompt is an aid to low-vision or pre-reading students. This feature is what is typically called “auditory scanning”. It prompts the student with an auditory clue as to what action the selection switch will perform. The prompt for a text item might say “Read it.” For a picture symbol, it might read the text on the symbol. For a hidden card in the Concentration game, the prompt could be “See it.”

## Click Sound



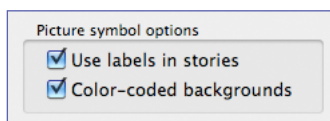
The click sound is the sound that is played when the user makes a selection, either by clicking the mouse, pressing a key, or pressing the select switch.

## Music Options



There are three options for music in *Life Skills*. “Use for reinforcement” causes the program to play a fanfare at the end of each problem or section. “Play background music” causes the program to play a song in the background for the duration of the activity. When background music is on, there are no fanfares for reinforcement. “No music” turns off both the fanfares and the background music.

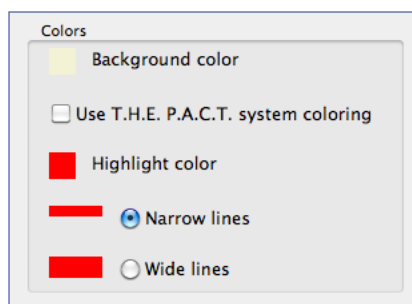
## Picture Symbols



*Life Skills* normally displays both text and a graphic in a picture symbol. For non-readers, you can turn off the text and only show the symbols in the stories. This option has no effect in the Show What You Know activities.

The picture symbols are color-coded by part of speech. For example, nouns are displayed on a yellow background. You can turn off the color-coded backgrounds and have the symbols all displayed on a white background.

## Colors



The colors options control the way that *Life Skills* draws the background and the rectangle that highlights the screen items when scanning. You can adjust these settings to provide the maximum visibility for your students. Low vision students may benefit from high contrast settings obtained by changing the background color of the entire screen.

Click on a color swatch to bring up a standard color picker. Choose the new color you want for that item.

### Background Color

This is the color that fills the background in the stories and in the Show What You Know activities. The default color is a neutral beige color that has been shown to be effective for students with autism.

### T.H.E. P.A.C.T. System Coloring

T.H.E. P.A.C.T. is a language-based framework for adapting any curriculum content designed by Phyl Macomber, national speaker and author of *“The Power of T.H.E. P.A.C.T.”* It includes a system of color-coding the materials to help the student recognize activity objectives. When this option is on, Click to Read will draw color-coded backgrounds to match the following modules from T.H.E. P.A.C.T.

Green - Learn About

Blue - Read About

Yellow - Write About

*Note: T.H.E. P.A.C.T. coloring overrides the background color. When T.H.E. P.A.C.T. coloring is on, the background color setting has no effect. Likewise, choosing a background color turns off T.H.E. P.A.C.T. coloring.*

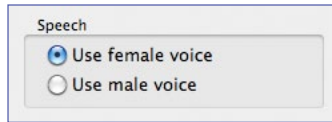
To find out more about T.H.E. P.A.C.T., go to [www.AboutTHEPACT.com](http://www.AboutTHEPACT.com).

### Highlight Color

The highlight color is the color of the rectangle that is drawn around items on the screen, both in Direct Selection and in Scanning modes. Choose a color that provides good contrast with the background.

Click on “Narrow lines” or “Wide lines” to control the width of the highlight rectangle.

## Speech Options

A dialog box titled "Speech" with two radio button options: "Use female voice" (selected) and "Use male voice".

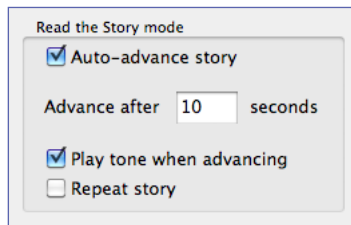
Speech

Use female voice

Use male voice

Studies have shown that some children respond better to a male or female voice. You can select which voice works better for your students.

## Auto-Advance Options

A dialog box titled "Read the Story mode" with four options: "Auto-advance story" (checked), "Advance after 10 seconds" (text input), "Play tone when advancing" (checked), and "Repeat story" (unchecked).

Read the Story mode

Auto-advance story

Advance after  seconds

Play tone when advancing

Repeat story

In Read the Story mode, there are some options you can use for students who are incapable of or unwilling to turn the page. When “Auto-Advance story” is checked, the program will automatically turn the page for the student in Read the Story mode after the number of seconds specified in the field. Click “Play tone when advancing” to cause the program to play a tone before turning each page.

When the story is finished, it will return to the Main Menu. Click “Repeat story” to have it instead start the story from the beginning. Note that the story will endlessly repeat in this mode until you cause it to stop.

## Default Settings

Click this button to restore all *Life Skills* settings to their default values.

# Tech Support

Contact Marblesoft Technical Support if you have problems installing or running *Life Skills*.

Marblesoft Technical Support  
12301 Central Ave NE  
Suite 205  
Blaine, MN 55434

## Phone

763-502-0440

## e-mail

support@marblesoft.com.

# Resources

For more information about the SymbolStix picture symbols, please contact News-2-You, Inc., [www.news-2-you.com](http://www.news-2-you.com).

Some photos used in the Click to Read Series are from the A-to-Z Picture Collection copyright © 2007-2009 Learning Magic, Inc., [www.learningmagicinc.com](http://www.learningmagicinc.com).

