

# Getting Started with



# Chooselt Maker

A practical guide to creating  
your first personalised  
activity.



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# Welcome to Chooselt Maker.



**This guide is designed to help you get started quickly and confidently with Chooselt Maker.**

It focuses on the practical first steps: setting up learners, choosing access methods, building a simple activity, sharing it, and reviewing progress.

**Use it in small steps.**

You do not need to build a perfect activity straight away. Start with one clear page, try it with a learner, then adapt the next page based on what you notice.

# What is Chooselt Maker ?

**Chooselt Maker** is a flexible activity creator that helps you build personalised learning resources using your own images, symbols, text and sounds.

## With Chooselt Maker you can:

- Create personalised question and answer activities.
- Build simple cause and effect pages.
- Make quizzes, assessments and games-based learning activities.
- Use familiar photos, symbols, text and recorded sounds.
- Create activities with one to eight cells per page.
- Set all cells as correct for error-free choices, or mark one correct answer for assessment and discrimination.

## Where it can be used.

- On a Windows or Mac computer.
- On Chromebook and interactive boards.
- On an iPad using a supported browser.
- In one-to-one teaching, therapy sessions, group work or home learning.
- Offline on iPad using the free Chooselt Maker Player App, once activities have been downloaded.



## Symbols ready to use.

Chooselt Maker includes a large media library with over 30,000 symbols and pictures, including Widgit Symbols, SymbolStix symbols and Inclusive Technology images.

You can also upload your own images and record your own voice to make activities feel familiar and personal.

## What it helps learners practise.

- Choice making and decision making.
- Cause and effect and purposeful response.
- Attention, listening and engagement.
- Communication, preference and self-expression.
- Matching, sequencing and early curriculum concepts.
- Access skills using touch, mouse, switches or eye gaze.

# Before you begin.

**A few simple checks will help you get ready to explore Chooselt Maker or use an activity with a learner.**

## **Choose who's playing.**

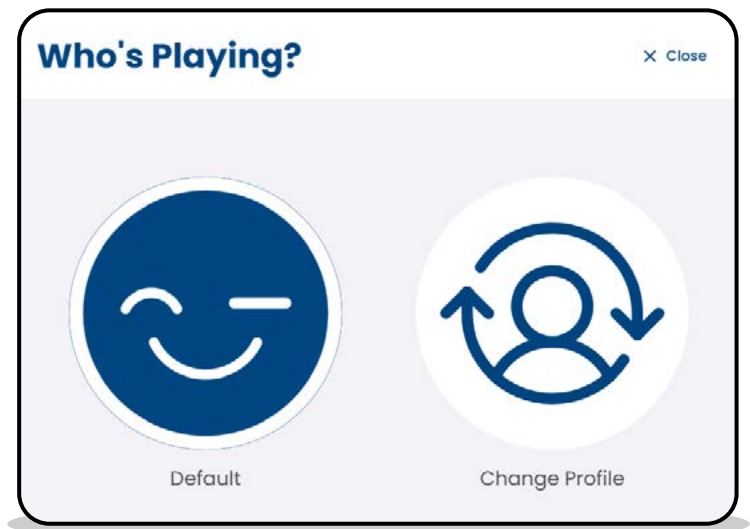
When you open the software, you will be asked "Who's playing?"

Select **Default** if you want to explore the activities yourself. You can get started without creating a Student Profile.

Select **Change Profile** to choose an existing learner profile or create one. A Student Profile saves the learner's access settings and allows you to review their activity results in Student Analytics.

If you want to review an individual learner's progress over time, select **their profile** before they begin.

You'll find full setup instructions in the [Student Profiles](#) section later in this guide.



You can save the access method in a Student Profile or change it within an activity using the settings (cog) icon.



## **Supported access methods.**

- **Touch** – direct selection on touchscreens and tablets.
- **Mouse or trackpad** – move the cursor and click or tap to select.
- **One-switch scanning** – the highlight moves through options and the learner presses to select.
- **Two-switch scanning** – one switch moves the highlight and the second switch selects.
- **Eye gaze with dwell** – the learner looks at a cell for a set time to select it.

## **Quick setup tips.**

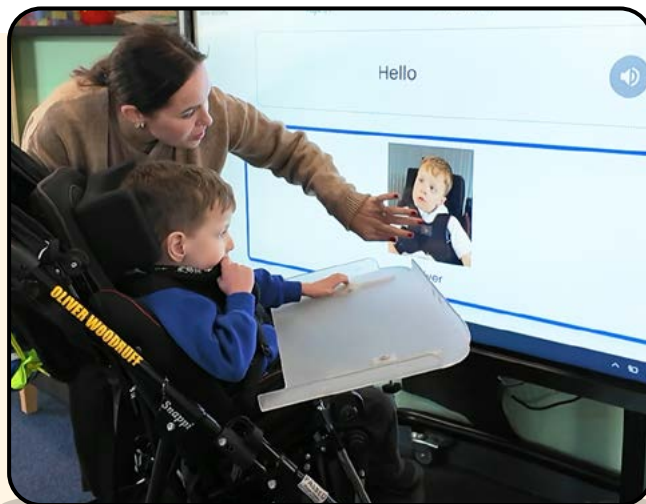
- Keep the first activity visually clear with a small number of cells.
- If using scanning, slow the scan speed at first so the learner has time to notice the highlight.
- If using eye gaze, turn the mouse cursor on so you can see where the learner is looking.
- Adjust dwell time so the learner can select without accidental activations.
- Test the activity before the session so the access method is ready.

# A quick first session.

The aim of the first session is a quick win – the learner realises: “I made that choice” or “I made that happen.”

## Step 1 – Pick a starting point.

- If the learner is new to access or choice making, start with one cell and one clear reward.
- If they are ready to explore, try two error-free choices with both cells set as correct.
- If they are beginning to select purposefully, try one image and one blank cell.
- If they are ready to answer a question, use two clear options with one correct answer.



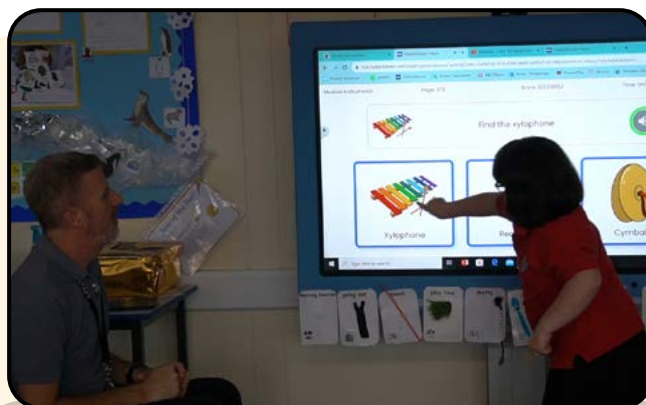
## Step 2 – Run one short activity.

- Model once, then pause and give time.
- Use simple language such as “watch”, “choose” or “your turn”.
- Stop while the session is still positive.



## Step 3 – Note what worked.

- Which access method was most reliable?
- Did the learner notice the image, sound or question?
- Did they repeat, explore or show a preference?

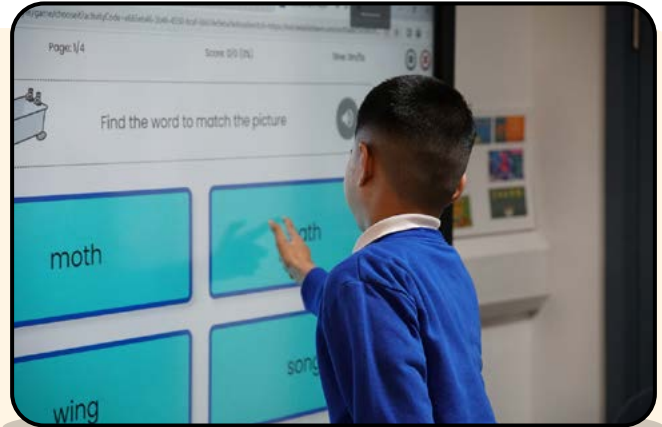


# What success looks like.

**Progress can be small and still meaningful. Look for patterns that show growing understanding, control and confidence.**

## Early signs of progress.

- The learner notices the image, sound or question.
- They respond more consistently to a familiar prompt.
- They explore two options and begin to show preference.
- They select the image more often than the blank cell.
- They look or listen across options before choosing.
- They begin to choose between very different options.



## When to move on.

- Move on when the learner is successful most of the time with support reduced.
- If a page feels too hard, reduce the number of cells or use more familiar images.
- If choices seem random, stay with error-free exploration a little longer.
- If errors happen in one position or area, check access, vision and layout before adding more challenge.



# Choice making progression – how choices build.

**Choice making is not just moving from one option to two options.** Learners may need time to notice, respond, explore, discriminate and then make more purposeful selections.

## Choice making progression at a glance.

**Use this as a simple route.** The progression booklet goes into the full step-by-step detail.

**1**

### Question and Response

Notice an image, question or prompt and respond.

**2**

### More than 1

Explore two options with no wrong answer.

**3**

### Something and Nothing

One image gives a response; a blank cell does not.

**4**

### Discrimination and Comparison

Choose between possible responses. Start with very different options.

**5**

### Choosing from 2

Answer a simple question from two clear options.

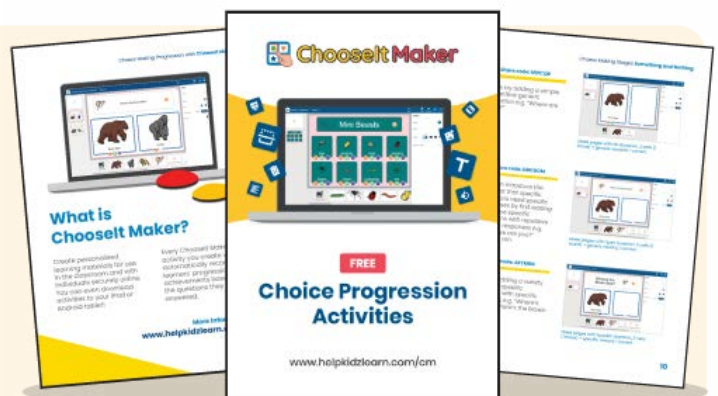
**6**

### More than 2

Add more options gradually, checking access and confidence.

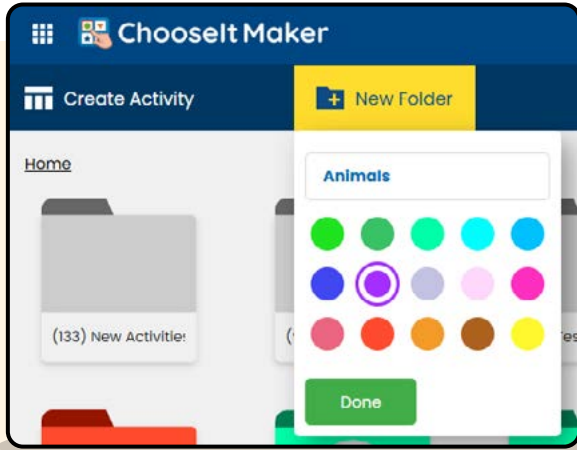
## Want the full progression?

Use the **Choice Making Progression booklet** for the complete step-by-step route on how to progress from basic choices through to more advanced choice-making selections.



# Create a folder and activity.

**Folders keep your activities organised.** You might create folders for a class, topic, therapy group or individual learner.



## Step 1 – Create a folder.

- Select **New Folder**.
- **Name the folder** clearly, for example “Animals”.
- Use **folders** to keep topic and learner activities easy to find.



## Step 2 – Create the activity.

- Select **Create Activity**.
- Give your activity **a clear name**, such as “Find the dog”.
- Choose the **folder** where it should be saved.

# Choose your activity settings.

The first setup screen lets you choose how your **activity looks and behaves**. You can still edit each page later.

**Number of cells**

Start with one cell, then increase gradually.

**Header**

Use a simple prompt such as "Can you find the dog?" or turn it off for uncluttered pages.

**Cell position**

Fixed keeps cells in the same place. Random can support searching and scanning when the learner is ready.

**Text-to-speech**

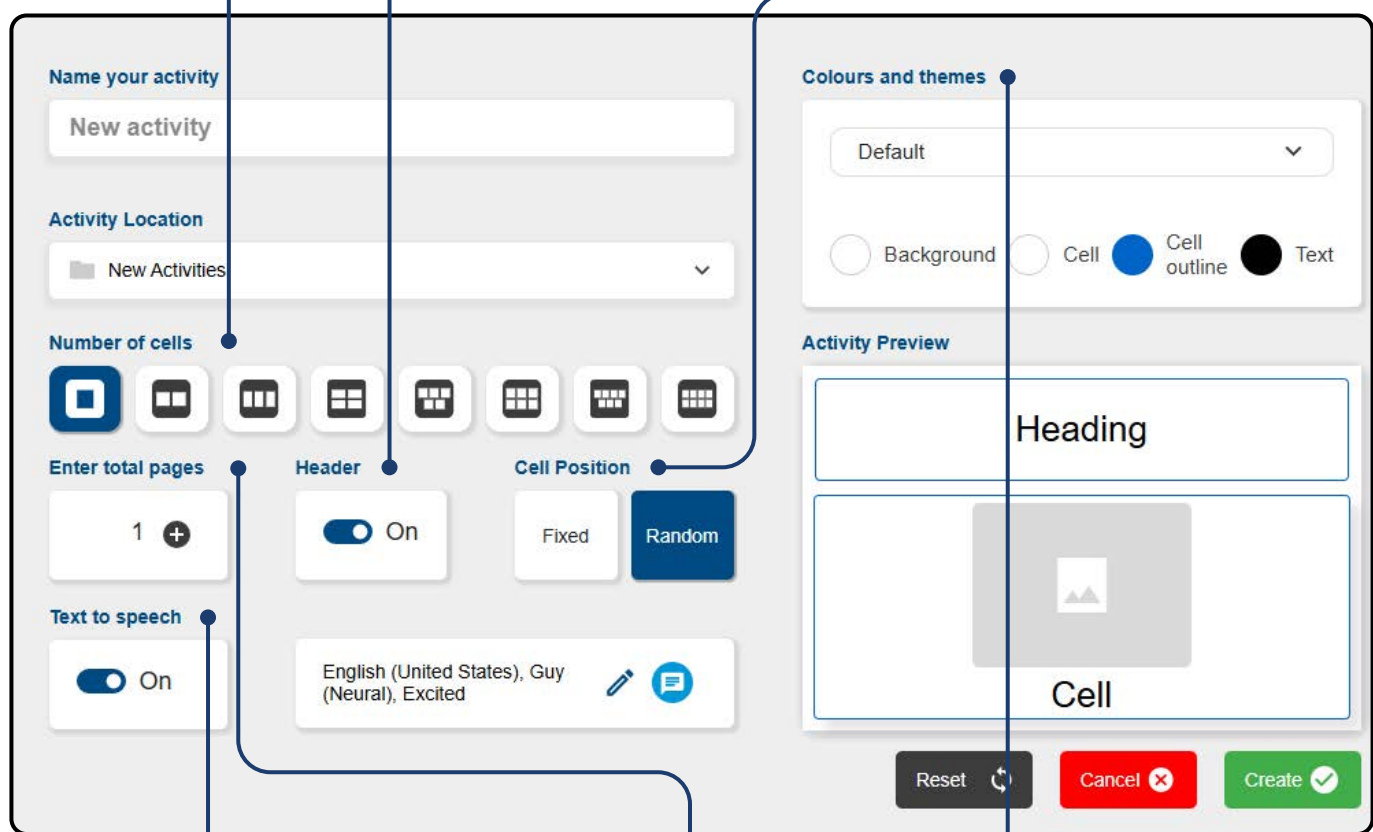
Leave this on for automatic spoken labels or record your own voice later.

**Total pages**

Choose how many pages you need. You can also add or delete pages once you're in the activity.

**Colours and themes**

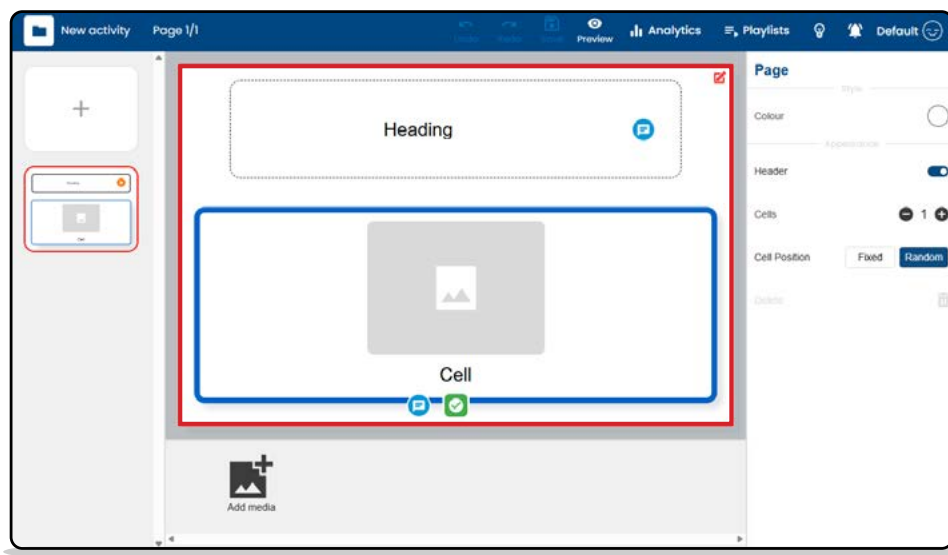
Use clear contrast if the learner benefits from stronger visual support.



The screenshot shows the 'Choose your activity settings' screen. It includes a 'Name your activity' field with 'New activity' entered, an 'Activity Location' dropdown set to 'New Activities', and a 'Number of cells' section with icons for 1 to 8 cells. Below this is an 'Enter total pages' field set to 1, a 'Text to speech' toggle set to 'On', a 'Header' toggle set to 'On', and a 'Cell Position' section with 'Fixed' and 'Random' buttons. A 'Colours and themes' section shows a 'Default' theme and color selection for Background, Cell, Cell outline, and Text. An 'Activity Preview' section shows a grid with a 'Heading' and a 'Cell' containing a placeholder image. At the bottom are 'Reset', 'Cancel', and 'Create' buttons. Callout lines connect the surrounding text boxes to these specific settings on the screen.

# Choose your page settings.

Once you have selected 'Create', you'll be taken to your activity. You can make further changes to each page by selecting the area you would like to update. For instance, the red box shows the selected area. You can select the page (as shown below) to change the page colour, header, number of cells, cell position and you can delete the page here too.

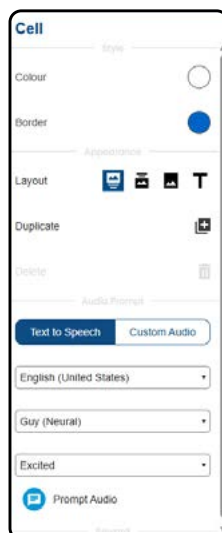
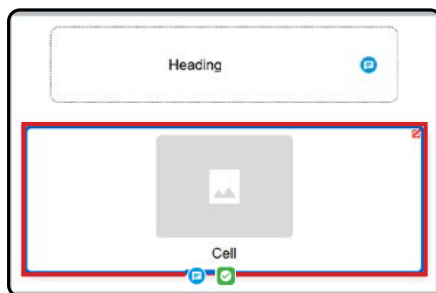


Select the following areas to bring up **more settings**.

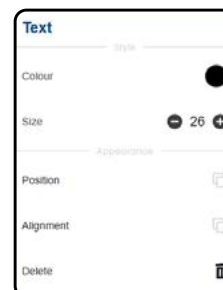
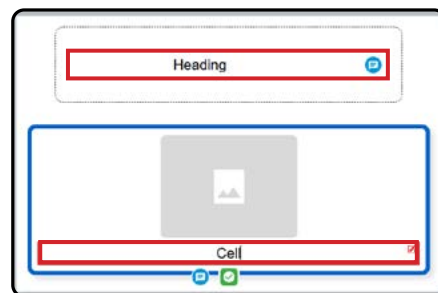
## Header



## Cell



## Text



# Build the first activity pages.

This practical route uses one familiar topic and gently **increases the challenge**.

## First activity pages for 'Find the dog'.

dog

✓

Page 1

What is it?

dog

✓

Page 2

Who can you see?

dog

✓

duck

✓

Page 3

Can you find the dog?

dog

✓

Page 4

Can you find the dog?

dog

✓

duck

Page 5

Can you find the dog?

dog

✓

duck

sheep

cat

Page 6

**Use the same topic and add challenge slowly: one clear response, error-free exploration, then purposeful choices.**

Keep the activity familiar so the learner can **focus on access** and **choice-making skills**.

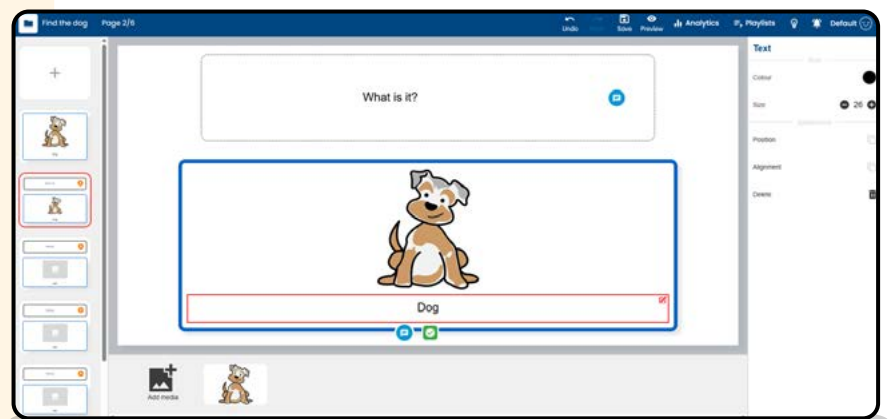
### Page 1 - One cell, clear reward.

- Add one familiar image, such as a dog.
- Turn the header off if you want to reduce visual clutter.
- Use a reward sound so the learner gets an immediate response.



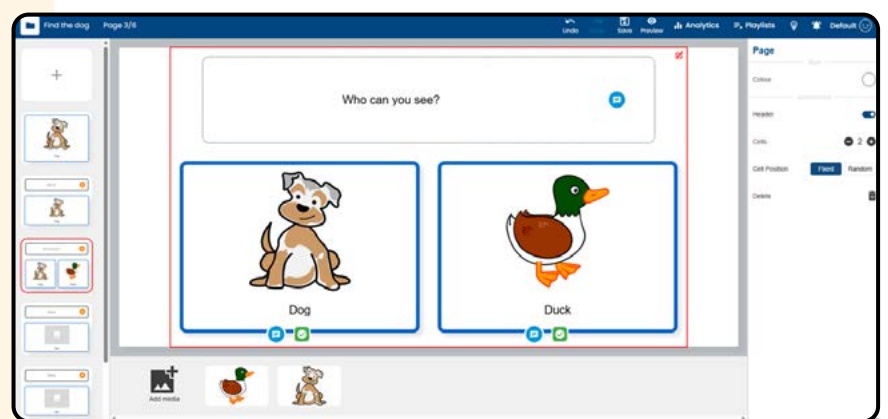
### Page 2 - One cell with meaning.

- Add a short question such as "What is it?" or "Who is there?".
- Use a specific reward, such as a dog sound or recorded "dog".
- This helps the learner connect the image with meaning.



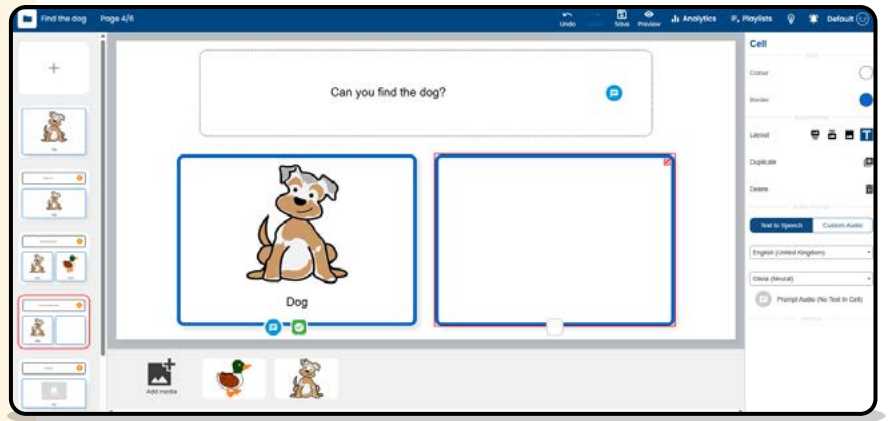
### Page 3 - Error-free exploration.

- Add two images and set both cells as correct.
- Let the learner explore without a wrong answer.
- Use this to notice preference and engagement.



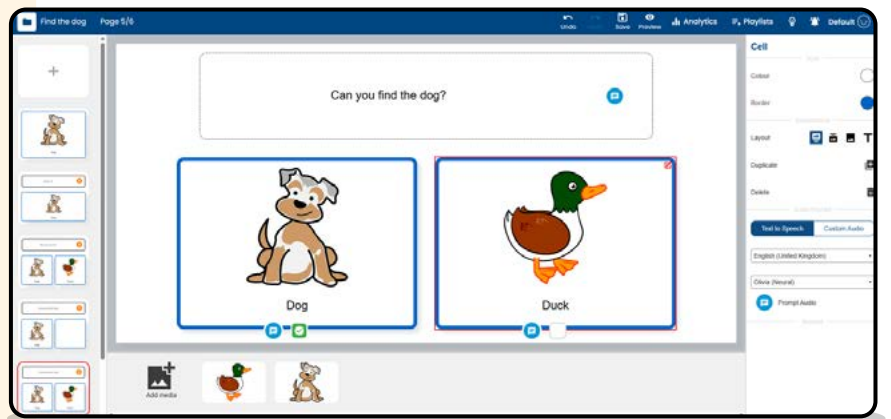
### Page 4 – Something and nothing.

- Use one image and one blank cell.
- Only the image gives a response.
- This gently introduces the idea that one option is more purposeful than another.



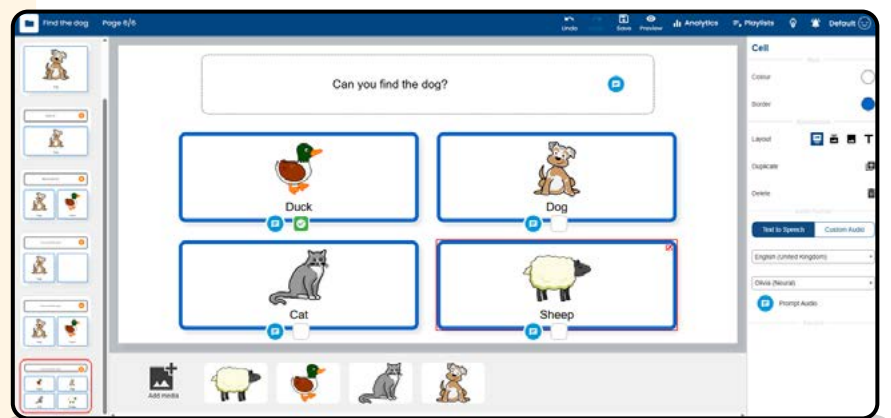
### Page 5 – Two images, one correct.

- Choose two very different images at first.
- Ask a simple question, such as “Can you find the dog?”.
- Only mark the dog cell as correct.



### Page 6 – More than two options.

- Add more choices gradually.
- Use blanks before adding extra distractors if needed.
- Check that access, vision and attention are still comfortable.

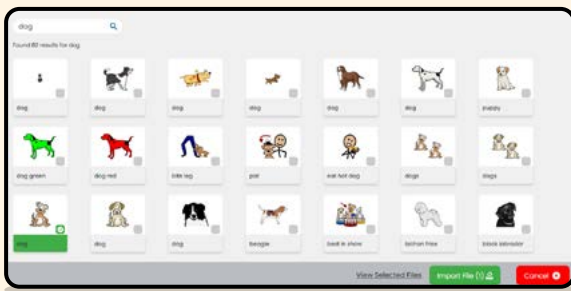


# How to add media, audio and personal touches.

Chooselt Maker becomes most powerful when activities feel personal. Use familiar **photos, symbols** and **voices** wherever it helps the learner connect with the activity. If you'd prefer, default reward can be used instead of recording audio.

## Add images, symbols or sounds.

- Select **Add media**, then **Media Library** or **Computer**.
- Search the **Media Library** or **import** your own photos, sounds or music clips.



- Drag the image into the **cell** or **header**.
- Use **familiar photos** when they will be more meaningful than symbols.

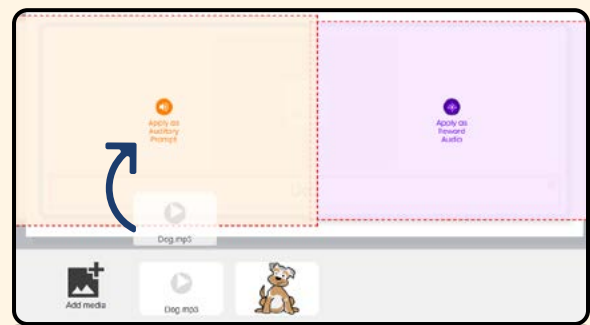


## Record your own audio.

- Select **Add media**, then **Record Audio**.
- Allow microphone access.
- Select **Record** and record your sound or message.



- Name the audio and select **Add**.
- Drag the recording to the **header**, **cell prompt** or **reward area**.



## Why this works.

**Familiar voices and meaningful sounds can help learners stay engaged.**

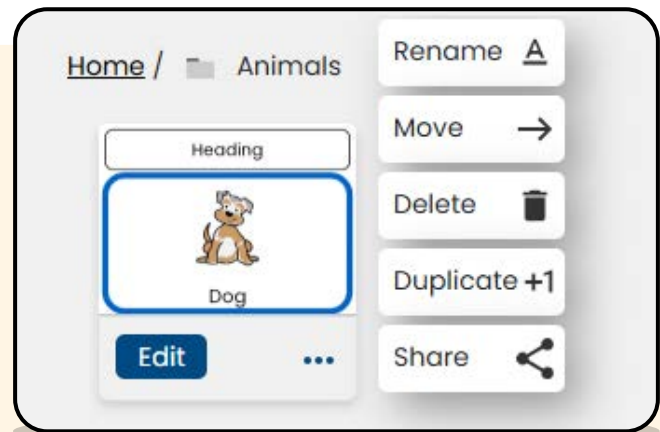
They also make activities feel more personal and can support learners who respond better to real-life cues than generic audio.

# Modify and share activities.

Once you have built one activity, you can reuse it instead of starting again. Duplicating is a quick way to personalise the same structure for another learner or topic. **You can also share activities to colleagues or parents.**

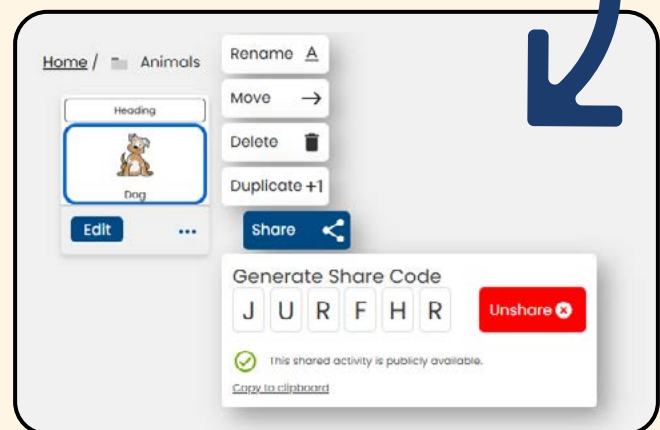
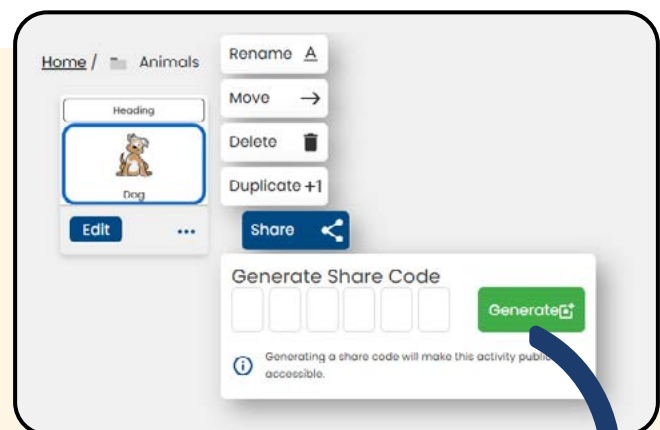
## Modify activities.

- **Rename** activities.
- **Move** to a different folder.
- **Delete** activities you no longer need.
- **Duplicate** to personalise a copy.



## Sharing an activity.

- Select **Share**.
- Select **Generate** to create a code.
- **Copy** the share code.
- **Paste** it into an email, message or resource pack for colleagues or families.



# How to redeem a share code.

To **redeem a share code** for a Chooselt Maker activity, follow the steps below.



## On the web (Chooselt Maker).

- Log in to your Chooselt Maker account.
- Select Redeem Share Code.
- Enter the 6-letter code exactly as shown.
- Choose a folder to save it to (or create a new one).
- Select Redeem. The activity will download and be ready to play.
- Enjoy!

## On iPad (Chooselt Maker Player App).

- **Download** the FREE Chooselt Maker Player App on iPad.
- Open the App and choose Redeem Share Code.
- Enter the 6-letter code to download the activity.
- Your activity is now ready to play on iPad.



# Student Profiles.

**Student Profiles help you personalise the experience and keep sessions consistent.**

They are especially helpful if different adults support the same learner, or if you are working across teaching and therapy.

Use a profile to keep access choices and preferences consistent, and to make it easier to pick up where you left off.



## Why Create a Student Profile?

- **Consistent experience:** Profiles remember access method and key settings.
- **Time-saving:** No need to reconfigure settings each time.
- **Supports independence:** Learners can access their preferred setup with less adult input.
- **Tracks progress:** Profiles link directly to Student Analytics for meaningful progress tracking.
- **Works across titles:** Profiles apply to all HelpKidzLearn products.
- **Manage groups:** Create groups for classes, therapy groups or specific cohorts.
- **Use playlists:** Assign grouped activities to individual learners.
- **Share information:** Keep support consistent across staff teams.

**It's easy to get started.**



### Step 1:

Log in to your HelpKidzLearn Hub account.



### Step 2:

Click the profile image on the top right to select profiles.



### Step 3:

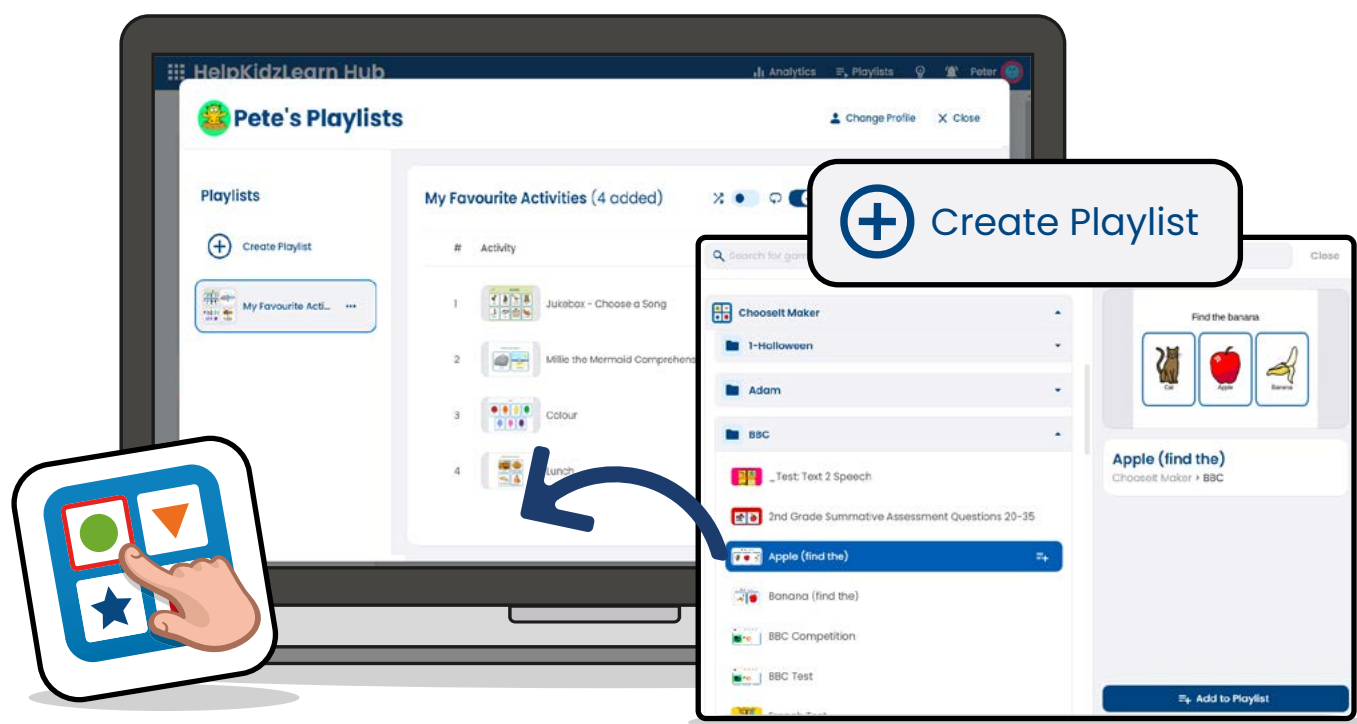
Select Create Profile.



### Step 4:

Add a name and set the access method.

# Student Playlists.



**Playlists let you group activities together so they are ready when you need them.**

They are useful for short sessions, structured routines, specific targets and topic-based learning.

For example, you might create an Animal Sounds playlist, a Morning Routine playlist, a Choice Making playlist or a topic playlist for weather, transport or celebrations.

## Why Use Playlists?

- **Time-saving:** Set up once, use again and again.
- **Structured sessions:** Start with a familiar activity, build to a target task, and end with a predictable finish.
- **Flexible:** Group activities by theme, skill, access method or lesson objective.

## Playlists can support:

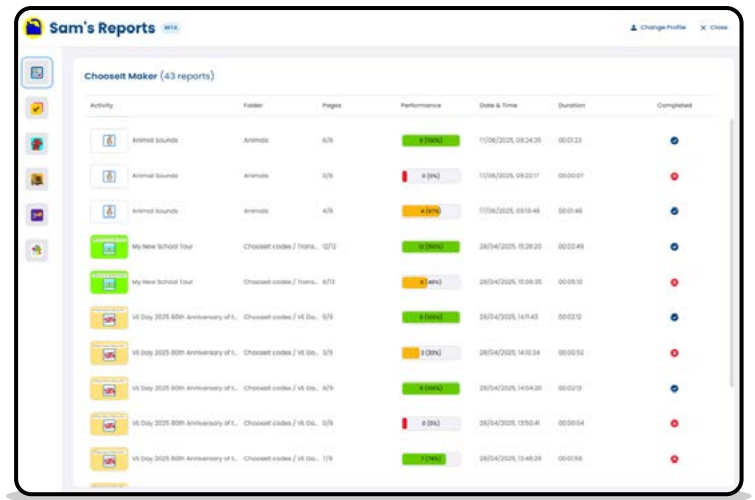
- **Personalisation:** Match activities to a learner's interests and goals.
- **Consistency:** Access settings apply when used with a Student Profile.
- **Progress tracking:** Use alongside Analytics to reflect on engagement and next steps.
- **Mixed learning:** Combine Chooselt Maker with Games & Activities, Inclusive Stories and other HelpKidzLearn content.

# Student Analytics.

**Understanding how learners are progressing helps you celebrate success and plan the next step.**

Each time a learner completes a Chooselt Maker activity, you can review how they interacted with the pages and choices.

For more detailed information, Student Analytics lets you view reports linked to an individual Student Profile.



The screenshot shows a web interface titled "Sam's Reports" with a sub-header "Chooselt Maker (43 reports)". It contains a table with the following columns: Activity, Folder, Pages, Performance, Date & Time, Duration, and Completed. The table lists several activities, including "Animal sounds" and "My New School Tour", with their respective performance scores and completion status.

| Activity                             | Folder                     | Pages | Performance | Date & Time          | Duration | Completed     |
|--------------------------------------|----------------------------|-------|-------------|----------------------|----------|---------------|
| Animal sounds                        | Animals                    | 6/6   | 100%        | 11/06/2025, 09:24:25 | 00:01:23 | Completed     |
| Animal sounds                        | Animals                    | 5/6   | 80%         | 11/06/2025, 09:22:17 | 00:00:07 | Not Completed |
| Animal sounds                        | Animals                    | 6/6   | 100%        | 11/06/2025, 09:19:46 | 00:01:46 | Completed     |
| My New School Tour                   | Chooselt codes / Home...   | 12/12 | 100%        | 26/04/2025, 15:28:20 | 00:02:49 | Completed     |
| My New School Tour                   | Chooselt codes / Home...   | 6/6   | 80%         | 26/04/2025, 15:08:06 | 00:05:10 | Not Completed |
| Vt Day 2025 80th Anniversary of L... | Chooselt codes / Vt Day... | 5/5   | 100%        | 26/04/2025, 14:17:43 | 00:02:12 | Completed     |
| Vt Day 2025 80th Anniversary of L... | Chooselt codes / Vt Day... | 5/5   | 80%         | 26/04/2025, 14:10:34 | 00:00:14 | Not Completed |
| Vt Day 2025 80th Anniversary of L... | Chooselt codes / Vt Day... | 6/6   | 100%        | 26/04/2025, 14:04:30 | 00:02:13 | Completed     |
| Vt Day 2025 80th Anniversary of L... | Chooselt codes / Vt Day... | 5/5   | 80%         | 26/04/2025, 13:50:41 | 00:00:04 | Not Completed |
| Vt Day 2025 80th Anniversary of L... | Chooselt codes / Vt Day... | 1/1   | 100%        | 26/04/2025, 13:48:28 | 00:01:06 | Completed     |

## Summary section.

- Activity name and folder.
- How many pages were completed.
- Performance score.
- Time and date accessed.
- Duration of the session.

## Overview charts.

- Correct and incorrect responses by page.
- Attempt frequency.
- Page completion time.
- Overall performance.

## Page-by-page breakdown.

- Page title and number of cells.
- Duration and response time.
- How many selections were made.
- Whether the correct cell was selected.
- Preview of the page and interactions made.

**Use this information to decide whether to simplify a page, add a clearer prompt, reduce the number of cells or celebrate progress.**

## What to look for.

- Are errors linked to a particular page?
- Does the learner struggle when more cells are added?
- Are choices affected by position or layout?
- Would a clearer prompt, fewer cells or a different access method help?

## To access Analytics:

- Select Analytics from the top menu bar.
- Make sure the correct Student Profile is selected.
- Choose Chooselt Maker from the reports menu.
- Select the activity report you want to review.

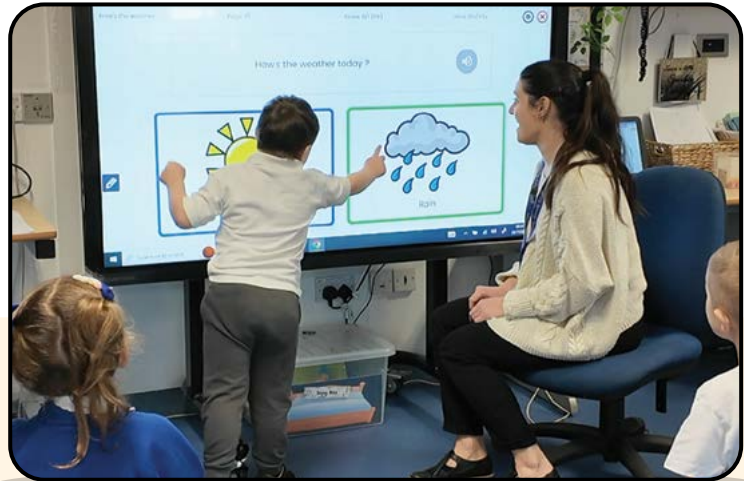
# Tips for supporting learners.

## Every learner will move through activities differently.

The best starting point is the one that feels achievable today.

These tips can help you adapt activities so learners can participate in a way that feels comfortable and achievable.

- **Reduce visual clutter:** full-screen, one activity at a time, fewer distractions nearby.
- **Support regulation first:** calm input, predictable transitions and breaks when needed.
- **Offer meaningful choices:** which activity, which topic, which reward, when to stop.



- **Watch for subtle communication:** eye movement, facial expression, changes in breathing or body movement.
- **Celebrate progress that is easy to miss:** longer attention, fewer prompts, more waiting, clearer selection patterns.

## Teaching and therapy strategies.

- **Keep the routine the same:** hello – one or two activities – finished.
- **Model first**, then pause and wait. Give time for processing before prompting again.
- **Use consistent language:** “look”, “choose”, “your turn”, “again”.
- **Repeat the same activity** across several sessions before changing it.
- **If support is needed**, fade it slowly with less prompting, longer waits or lighter physical support.

## Aim for short, successful sessions.

Two minutes of confident interaction can be **more valuable** than a long session that becomes frustrating. Build confidence first, then build complexity.

# Next steps.

Once you have created your first activity, you can use the deeper resources to build **choice making skills in a more structured way.**

Use the **free progression booklet** when you are ready to plan the full journey from early response to more advanced choice making.



**Download the Choice Making Progression booklet.**

[helpkidzlearn.com/resources/guides](http://helpkidzlearn.com/resources/guides)

Use **ready-made activities** for seasonal themes, celebrations and all-year topics, then adapt the ideas for your own learners.



**Download Chooselt Maker share codes booklet.**

[helpkidzlearn.com/resources/guides](http://helpkidzlearn.com/resources/guides)

**Start simple and build from there.**

**Create one useful activity, try it with a learner, then duplicate and adapt it.**

Chooselt Maker works best when it grows from real learners, real interests and real moments of participation.

# Chooselt Maker in practice.

## Coppice School, Preston, UK.



Debbie shares how their school uses Chooselt Maker to support pupils with complex needs to communicate, make choices, and build independence.

What really stood out was how staff are turning real-life interests, favourite songs, and familiar objects into motivating communication opportunities. It helps learners see that their actions have meaning and can shape what happens next.



“

*When a child realises they have caused something to happen within their environment, for me that's the biggest step in communication.*

**Debbie Bagwell** – Higher Level Teaching Assistant.

”



Read the full case study  
[helpkidzlearn.com/  
resources/case-studies](https://helpkidzlearn.com/resources/case-studies)

## Holly Grove School, Burnley, UK.



Chooselt Maker has become a go-to tool for this school. From personalised registration to phonics, emotional regulation and themed classroom topics, staff use it to meet every learner's needs.

With options for switch, touch, and eye gaze access, teachers love how easy it is to adapt and share activities. Pupils are more motivated, more independent, and more involved – and the results speak for themselves.



“

*Observing these children actively selecting and enjoying their chosen activities, with evident delight on their faces, is a truly touching and moving experience.*

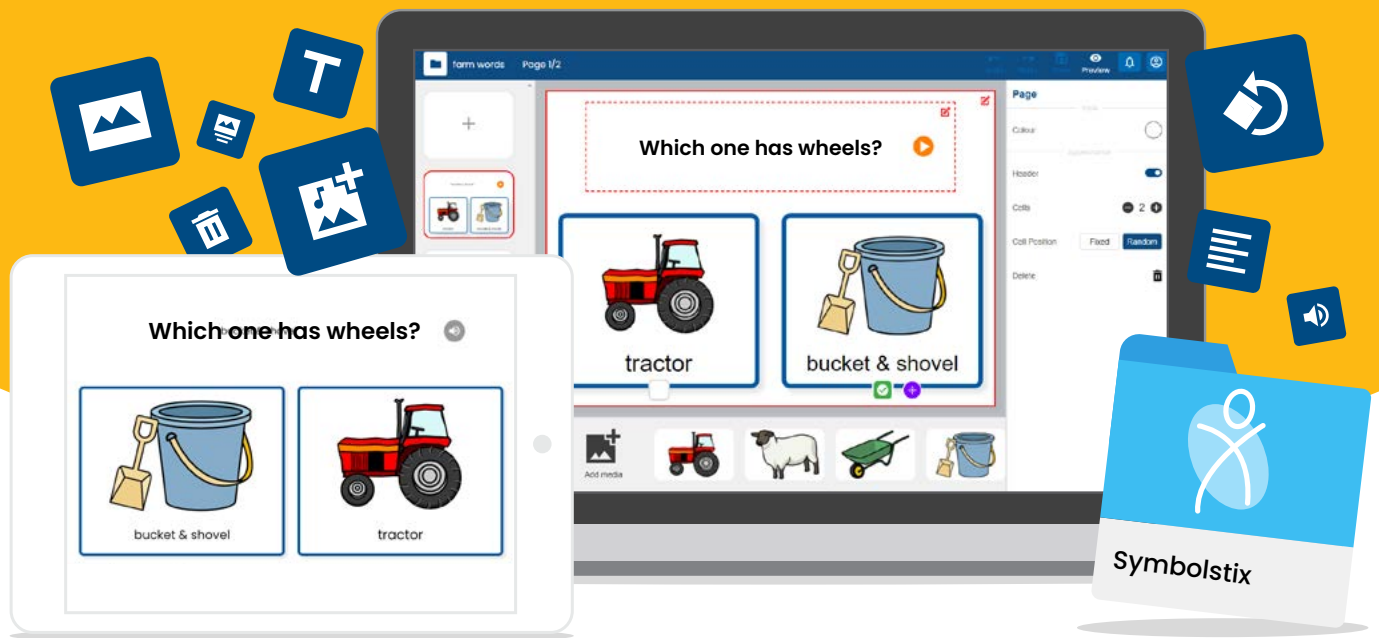
**Libby Fitton** – Class Teacher.

”



Read the full case study  
[helpkidzlearn.com/  
resources/case-studies](https://helpkidzlearn.com/resources/case-studies)

# Not yet got Chooselt Maker?



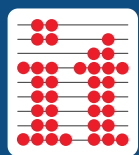
## Chooselt Maker

Chooselt Maker helps you **create personalised choice-making activities** using photos, pictures, symbols, text, and sound – so learners can take part in meaningful learning and communication in a way that works for them.

**You can make activities for:** quizzes, topic work, communication supports, early learning skills, routines, and more – then play them using switch scanning, eye gaze, touch, or mouse.

Start with a **FREE 14-day trial**, or choose a subscription to create, edit, and personalise activities whenever you need them.

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