

# Movia Product Guide: V1.7

## Table of Contents

- Introduction ..... 2**
- Setup and Installation ..... 2**
  - How Movia Works ..... 2
  - What You Need ..... 3
  - Installation Steps ..... 3
- Pairing & Connection ..... 4**
  - When Do I Need to Pair? ..... 4
  - How to Pair the Devices ..... 4
  - Troubleshooting ..... 4
- Movia Studio ..... 5**
  - Starting an Intro Session ..... 6
  - Session Planner ..... 9**
    - Creating a Profile ..... 9
    - Building a Session ..... 13
  - Session Runner ..... 18**
    - Session Control ..... 18
    - Learner Selector ..... 19
    - Mode Selector ..... 19
    - Session Controls ..... 22
    - Choice Menu ..... 23
    - Redirects ..... 24
    - Speech Control ..... 25
  - Progress Tracker ..... 28**
    - Data Logging Tool ..... 29
    - Entering the Progress Tracker ..... 30
    - Overview Report: ..... 31
    - Session Report ..... 33
    - Activity Report ..... 35
    - Exporting Progress Tracker Reports ..... 36
    - Logged Data ..... 37
- Using KidsLink ..... 37**
- Turning Off the System ..... 38**
- General, Instructional, & Technical Service Support ..... 38**

## Introduction

Welcome to the Movia User Guide. This guide will walk you through everything you need to set up and use Movia, from installing the apps to running learning sessions.



The following sections explain how the three Movia apps work together and provide simple, step by step instructions to help you get started and confidently run sessions at home or in a learning setting.

## Setup and Installation

### How Movia Works

Movia uses three apps that work together to create a complete learning session experience. Each app has a specific role:

1. **Movia Studio (Windows PC)**  
This is the control center. It is used by the facilitator to start sessions, select activities, and guide the learning experience.
2. **Digital Companion (Android)**  
This app displays the virtual Digital Companion during the session. It presents prompts, models responses, delivers reinforcement, and supports engagement through visual expression and speech.
3. **KidsLink (Android)**  
This is the learner's app. It presents the lesson material and response options. The child engages directly with the activities by selecting answers, following prompts, and completing tasks during the session.

## What You Need

1. Windows 10 or Windows 11 PC
2. At least one Android tablet (Android 13+)
  - One tablet can run both Android apps side by side, or two tablets can be used (one for each app)
3. Internet connection
4. Movia license key

## Installation Steps

### 1. Install Movia Studio (Windows PC)

- Download the Movia Studio installer to your PC:  
<https://apps.microsoft.com/detail/9pgwbw29sq2v>
- Double-click the downloaded file.
- Follow the on-screen instructions and click Finish when installation is complete.
- Open the Movia Studio app.
- Enter your license key. If you do not have a license key, contact [support@moviarobotics.com](mailto:support@moviarobotics.com).
- Click Activate.

### 2. Install Movia Digital Companion (Android Tablet)

- Download from the Google Play Store:  
<https://play.google.com/store/apps/details?id=com.Movia.MoviaDigitalCompanion>
- After installation, open the app.

### 3. Install Movia KidsLink (Android Tablet)

- Download from the Google Play Store:  
<https://play.google.com/store/apps/details?id=com.MOVIA.MoviaKidsConnect>
- After installation, open the app.

If you are running both Digital Companion and KidsLink on the same Android tablet:

- Install both apps.
- Open Digital Companion first.
- Then open KidsLink.
- Use Android's App Overview (Recent Apps) button to switch between them.
- Do not fully close either app during pairing or session use.

For additional guidance on using split screen or app switching, refer to your device's Android help documentation.

## Pairing & Connection

### When Do I Need to Pair?

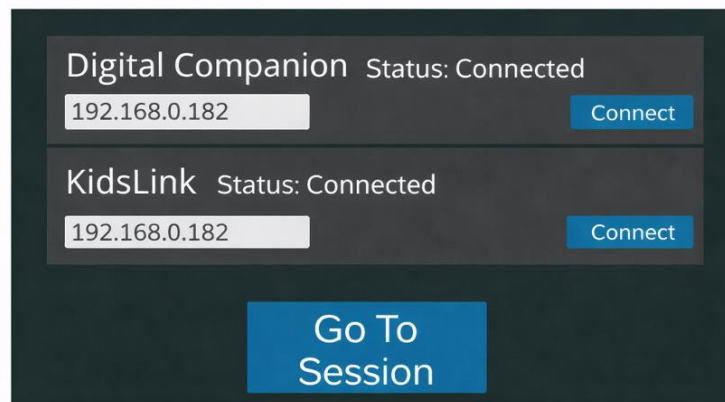
Pairing is required the **first time** you set up Movia on a new Wi-Fi network. If you are using the same devices on the same Wi-Fi network, you may not need to repeat these steps every time.

You might need to reconnect when:

- You change Wi-Fi networks
- You restart devices and they do not reconnect automatically
- You see a “Not Connected” message in Movia Studio

### How to Pair the Devices

1. Make sure the PC and tablet(s) are connected to the same Wi-Fi network.
2. Open both Android apps: Digital Companion and KidsLink.
3. Launch the Movia Studio app on the Windows PC.
4. Go to the **Connections** screen.
5. In the **Digital Companion IP** field, enter the IP address shown on the Digital Companion home screen, then click **Connect**.
6. In the **KidsLink IP** field, enter the IP address shown in the KidsLink app, then click **Connect**.



Now that installation and pairing are complete, you are ready to get started in Movia Studio.

### Troubleshooting

If the devices do not connect, try the following:

1. Check Wi-Fi
  - Confirm all devices are on the same Wi-Fi network.

- Avoid guest networks if possible.
  - Turn Wi-Fi off and back on again on all devices.
2. Double Check the IP Address
    - Make sure the IP address is entered exactly as shown.
    - Confirm you are entering the Digital Companion IP in the correct field and the KidsLink IP in its field.
  3. Restart the Apps
    - Close and reopen Movia Studio.
    - Close and reopen both Android apps.
  4. Restart the Devices
    - Restart the PC and tablet(s).
    - Reopen the apps and try connecting again.
  5. Firewall or Security Software
    - If connection still fails, check that Windows Firewall or antivirus software is not blocking Movia Studio.

For help with installation, licensing, or pairing, please contact [support@moviarobotics.com](mailto:support@moviarobotics.com).

## Movia Studio

Movia Studio is the central control platform of the Movia system. It is used to design, deliver, and monitor learning sessions using the Digital Companion and KidsLink applications.

Movia Studio organizes the full instructional workflow into three connected modules. Each module supports a specific phase of the learning process:

### **Session Planner**

The Session Planner is where facilitators create and customize sessions for each learner. Here you define goals, select activities, structure lesson flow, and tailor the experience to individual needs.

### **Session Runner**

The Session Runner is used during live instruction. It provides real-time control over the session, including prompts, redirects, reinforcement, and pacing. This is where the facilitator actively guides the learner.

### **Progress Tracker**

The Progress Tracker stores and displays learner performance data. It allows facilitators to review outcomes, analyze trends, and generate reports to support instructional decisions.

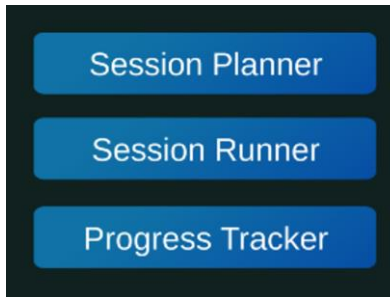
Together, these three modules provide a complete cycle: plan, deliver, and evaluate.

The sections below get you started with an Intro session, create your learner's profile, and then guide you with steps to create, run, and evaluate sessions.

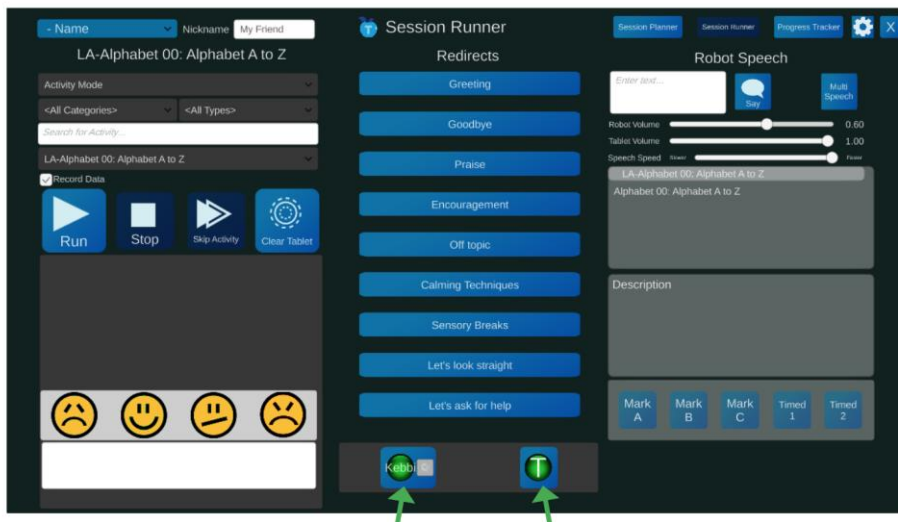
## Starting an Intro Session

This section gets you started with the system by running a **preloaded Intro Session**.

1. On the Movia Studio home screen, select "Session Runner".

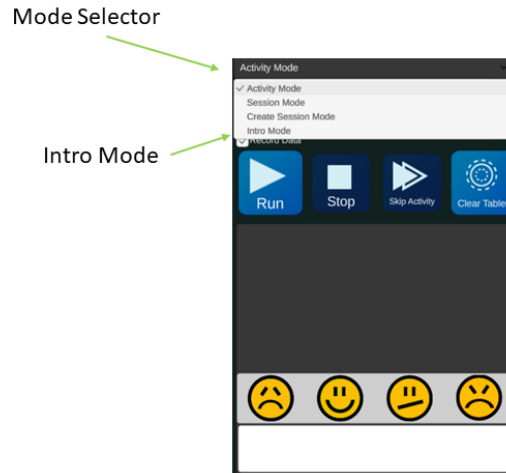


2. This will bring up the main screen for delivering sessions.



In the center bottom of the screen are two icons that indicate the connection status of the Digital Companion and KidsLink apps. If the connection is good, then both icons are green. If one of the devices is not connected, then the icon will be red. To address the issue, click on the red icon to bring up the Connection Status Display.

3. To access the Intro Session, click on the Mode Selector.

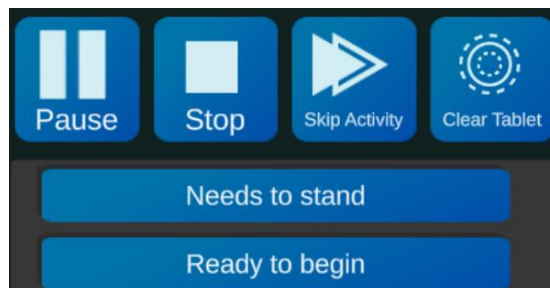


4. Select **Intro Mode**. You can enter the learner’s name into the Nickname field. The Digital Companion will use that name throughout the activities to provide direction and encouragement. If no name is entered, then the Digital Companion will refer to the learner as “My Friend”. If you are demonstrating to a group, you can enter “Everyone” or another nickname to refer to the whole group.



Press the Run button to start the Intro Session. The Digital Companion will greet the learner and then demonstrate some of the activities that are in the curriculum.

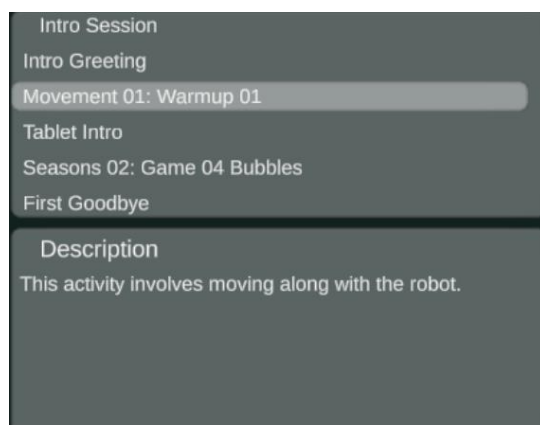
During the delivery of activities, the facilitator observes the behavior of the learner and indicates to the Movia Studio what the learner is doing. The Choice Menu will display the request.



If the learner is standing, then click on the appropriate Choice Button. If the learner is not standing, then make that selection. The Digital Companion will then repeat the request for the learner to stand up. Once the learner is standing, and the “Ready to begin” Choice Button has been selected, the Digital Companion will proceed to the next step.

As the Digital Companion leads the activity, images and text will appear on the KidsLink app. At key points, the learner will be asked to press a button on the KidsLink app. The button image will first be dim and then it will turn bright. The learner can press the button when it turns bright. The system is designed to initiate internal data collection after the buttons turn bright. This also teaches patience because the learner must wait for the whole question to be asked before answering.

During the activity, the Digital Companion will introduce several concepts. The Digital Companion will then lead the learner through a series of questions about the concepts to provide practice and to assess the learner’s understanding. Please provide the usual prompts to the learner that you would for traditional interventions.



The system will move through the different activities that make up the session. The activities that make up the current session are listed in the lower right-hand corner of the screen (per the picture above).

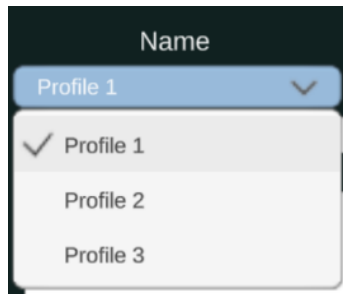
The current activity is highlighted in grey. The system will automatically move from activity to activity as they are completed.

After greeting the learner, the Digital Companion will lead the learner through a short warm-up, followed by an activity about how to use KidsLink. The Digital Companion will then lead the learner through playing the Bubble Game on the tablet. The Digital Companion will then go to a farewell segment where it will say goodbye to the learner.

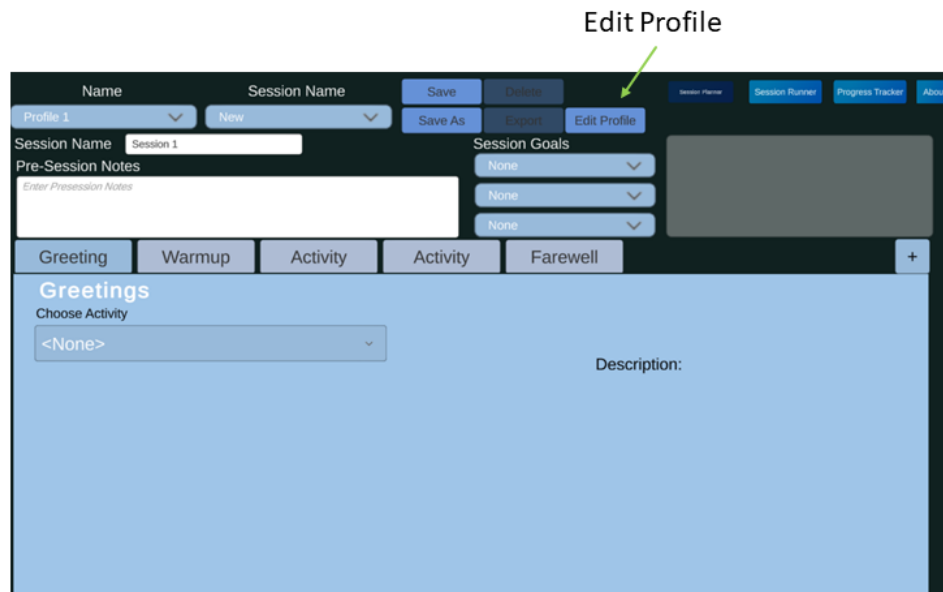
## Session Planner

### Creating a Profile

By default, Movia Studio has three profiles. These profiles can be edited for each learner who will use the Digital Companion. Facilitators can create custom sessions tailored to each learner.



Click Session Planner, then click the Edit Profile button to edit a profile.



**Name:** Enter the learner’s full name into the appropriate text fields. The system automatically saves the learner’s identification information in a different place from any of their performance data. This is to help avoid security and compliance issues.

**Nickname:** Enter a nickname. This is the name the Digital Companion will use to refer to the learner. You may need to phonetically spell the name to have the Digital Companion’s text to speech system pronounce the learner’s name correctly. Note: Due to limitations in ‘text to speech’ technology, phonetic spelling of certain names will enhance the Digital Companion’s pronunciation of each subject’s actual name.

**Gender:** Select from the options of “Male”, “Female”, or “Unspecified” in the dropdown menu.

**ID #:** Enter an ID # that references any tracking system number for the learner, if you require.

Below the learner’s identification information, there are a series of settings that can be preset for each activity. These settings adjust the way that the instructional material is presented to the learner. By setting parameters, the system can be better tuned to each learner. If you are unsure of how to set a particular parameter, start with the default setting. The system comes preconfigured for the average learner. After you have gained experience with the system, and the learner’s interactions with it, you can adjust to improve the efficacy of the training interventions.

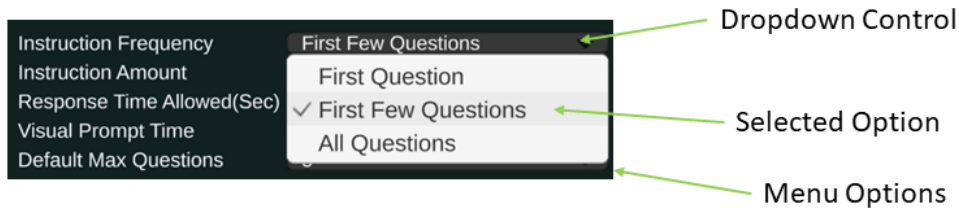
**Year of Birth:** Enter a four-digit year of birth.

**Cognitive Level:** This setting enables the facilitator to indicate the cognitive grade level performance of the learner.

- **PreK – 2<sup>nd</sup>:** This correlates to the cognitive grade level performance of prekindergarten to 2nd grade.
- **3<sup>rd</sup> – 5<sup>th</sup>:** This indicates a cognitive grade level performance of 3rd grade to 5th grade.
- **6<sup>th</sup> – 12<sup>th</sup>:** This range is a cognitive grade level performance of 6th grade to 12th grade.

**Instruction Frequency:** The Instruction Frequency determines when instructions will be provided within the activities. When the learner is instructed to perform a task or answer a question, they are provided with instructions on the process to be followed. These instructions can be provided every time a question is asked or only at certain times. The Instruction Strategy allows the facilitator to choose the appropriate strategy for the learner’s preferred learning style.

There are multiple options from which to choose. The options are displayed in a drop-down menu. Open the Drop-down Menu by clicking on the Drop-down Control icon and select the desired option. The Drop-down Menu will close, and the chosen option will appear in the Menu window. The drop-down menu will display a list of options. The currently selected item will have a check mark in front of it.

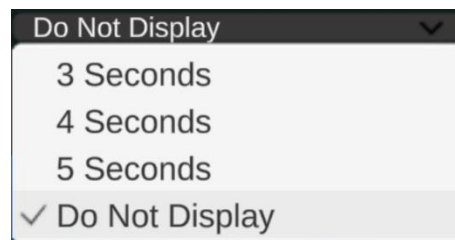


- **First Question:** This option gives introductions on the first question only. Future questions within the activity will not be preceded by a repeat of the instructions. In most cases, there is a help function where the learner can ask for instructions from the Digital Companion when the question is asked.
- **First Few Questions:** This option will give the instruction for approximately half of the times the learner is asked a question within the same activity.
- **All Questions:** This option will give the learner instructions for each time the Digital Companion asks the learner a question.

**Default Amount of Instruction:** Instructional levels can be chosen to match the learner’s preferred level. The three levels are Low, Medium, and High. The Low level gives the least amount of direction while the High level gives the most direction. Choose the desired amount of instruction for each Lesson activity.

**Response Time:** The learner is given a preset amount of time to respond to a prompt or to answer each question. If the learner does not respond within this time, the Digital Companion asks the learner to re-engage by pressing the “Happy Face” icon and then the Digital Companion asks the question again. This amount of time can be selected by the facilitator. The 2 times are related. The question response time is 2 seconds longer than the prompt response time. Choose the desired amount of time for responding to a prompt and for answering a question for each learner from the drop-down menu.

**Visual Prompt Time:** The tablet will provide a visual prompt to the learner as to which answer is the correct one after a preset number of times has passed. If the learner has not selected within this time, then a highlight will appear around the appropriate button on the tablet. Choose the desired amount of time from the drop-down menu.



If visual prompting is not needed, then select “Do Not Display”. This is the appropriate setting if the activity is being used for assessment.

**Default Max Questions:** Lesson activities have a number of questions that are asked each time. This number can be tailored to the learner’s stamina level, and the facilitator can choose a different number in the drop-down menu.

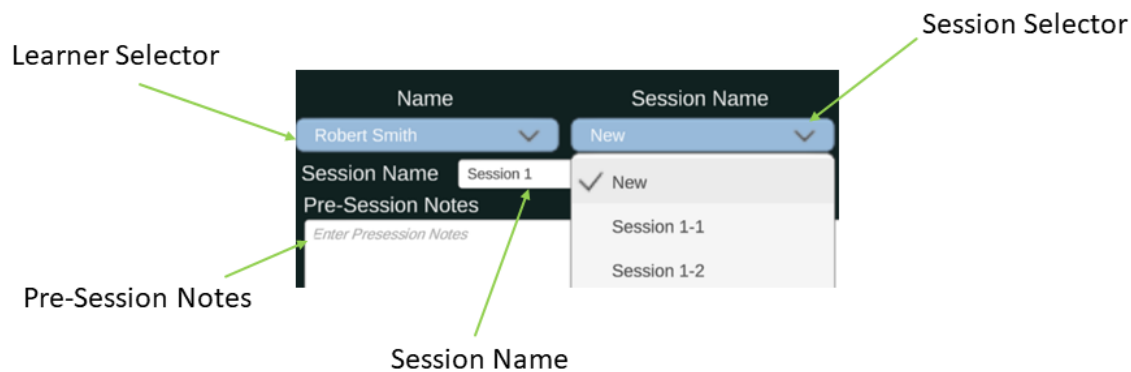
**Developmental Goals:** The learner’s developmental goals can be entered into their profile. Simply select each of the goals that have been identified for this learner. You may choose as many as you like.

The Profile also includes a selection of Learning Exceptionalities. Select the categories that accurately reflect the learner’s assessment.

When all the information is entered, click “Save Profile”. The facilitator can return to the Profile and edit the information at any time. If you want to leave the Profile window without making any changes, click on the “Back” button.

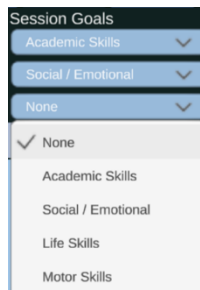
### Building a Session

Once the Profile has been edited, select that learner to create a session. In the Session Selector, select “New” to create a new session. A session will be created and automatically named with a number that is 1 higher than the last session created. If you would like to give the session a custom name, just type that name into the Session Name text entry field.



**Pre-Session Notes:** Click inside of the text box titled, “Enter Pre-Session Notes”. Here, the facilitator can enter any notes they would like to document for the session. Enter any notes about the learner’s current state or goals for the selected activity. Notes will be available to the person who is reviewing the material after the learner has completed the session. The notes entered will be available for inclusion in the final report of the learner’s progress.

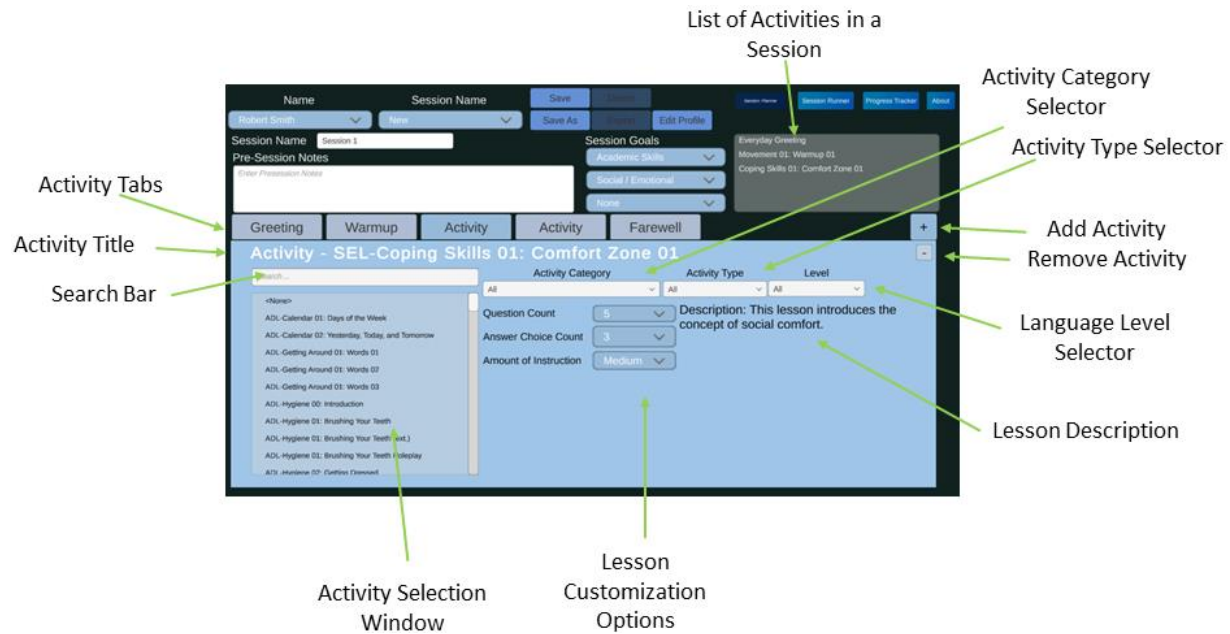
**Session Goals:** Next to the Session Notes, there are three drop-down menus where the goals for the session can be entered. Each has a list of general categories that align with standard curricula, assessment tools, and standardized tracking protocols. The goals selected will be included in the report generated by the Progress Tracker.



**Activity Selector:** The Activity Selector section of the Session Planner has a separate tab for each part of the session. The sessions are broken up into separate activities. It is designed to comfortably move the learner through the process of participating in an interactive session.

The session starts with a Greeting Activity where the Digital Companion greets the learner by name and talks about having fun. The Digital Companion leads the learner through a Warm-up Activity where the Digital Companion and the learner move together. This promotes imitation and interpersonal coordination.

Next there are activities to promote Skills Training. These activities follow standard ABA principals. The final activity type is the leave-taking Farewell Activity. This activity helps to transition the learner away from the Digital Companion. It provides positive comments about the learner’s abilities and then says goodbye.



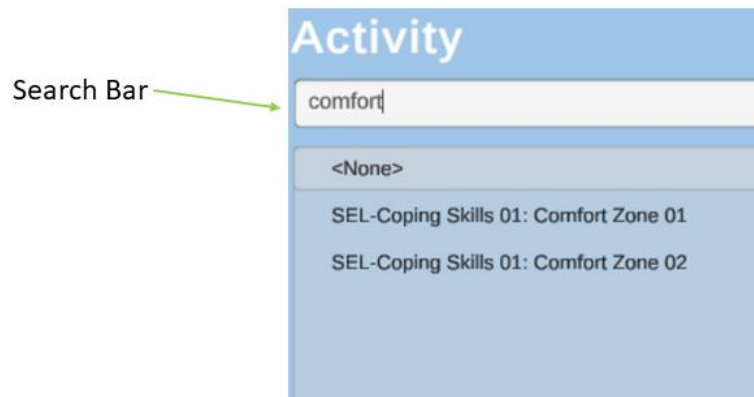
The Activity Selector part of the Session Planner is set up like a web browser. Each tab represents a different activity. The activities are delivered in order from left to right. The creator of the session can add additional activities by clicking on the “Add Activity” button on the right side of the screen. An activity can be removed by first clicking on that tab to highlight it and then pressing the “Remove Activity” button.

Within each tab are the selectors and information for each activity. All activities are available in the Activity Selection Window. Click on the desired activity and it will highlight. The selected activity will be displayed at the top of the tab. A description of the activity is provided on the right side of the screen.

The display of the available activities can be narrowed down to a specific set by selecting a category from the Activity Category Selector. All activities that fall within that category will be displayed. Many of

the activities fall within multiple categories, so this is a useful tool for matching up the lessons in a session with a particular learner's needs. One can also filter by the type of the activity. The activities included are Lessons, Discrete Trial Instruction or DTIs, Roleplays, Stories, Games, Warmups, Auto, Gross Motor Skills, and Fine Motor Skills. Finally, there is a drop-down for language level. This enables the facilitator to tailor the session to the learner's communication level.

Facilitators can search for activities by using the Search Bar and selecting an activity from the resulting list.

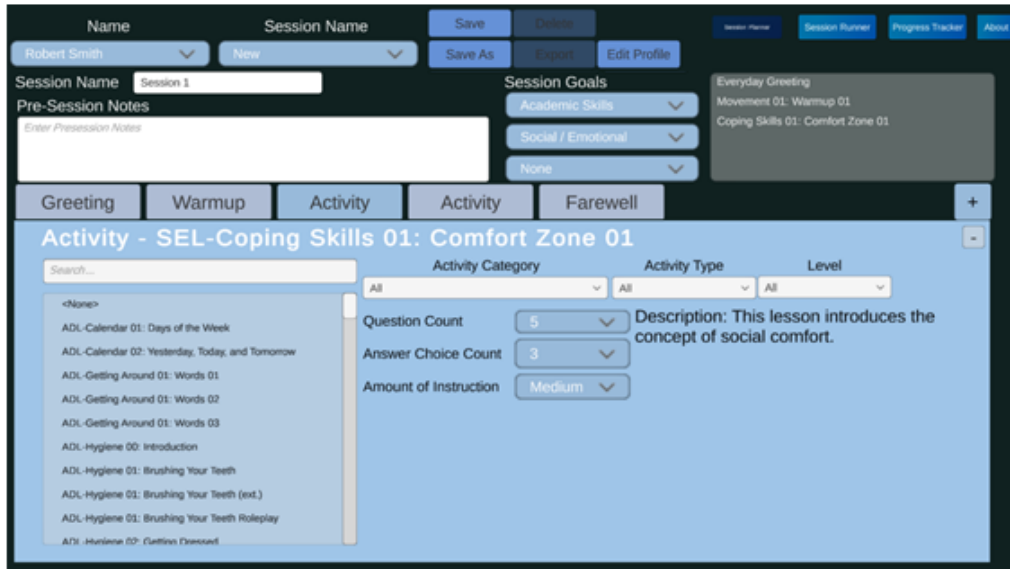


The Sessions come preformatted with a Greeting, Warmup and Farewell placeholder, in addition to the open Activity Tabs. Click on each tab to select the desired type of activity. If no greeting or other specialized activity is needed, then just select None in the drop-down. This can be helpful if a learner is going to interact with the Digital Companion several times in a single day.

**Greeting Activity:** Choose Intro Greeting if this is the first session for the learner. Choose Everyday Greeting for each consecutive session. If the session is for a group, then choose the Group Greeting.

**Warm-up Activity:** Choose one of the Warmup Activities. Each one of these activities has the *Digital Companion* and learner doing a simple coordinated movement sequence to music. The learner is asked to do what the *Digital Companion* is doing. The learner needs to attend to how the *Digital Companion* is moving and to the *Digital Companion's* timing. This attention to the actions of the *Digital Companion* helps the learner's understanding of the *Digital Companion* as another social entity. Together with the initial simple social interactions between the *Digital Companion* and the learner, the joint activity of moving together in coordination builds rapport between the learner and the *Digital Companion*. This prepares the learner for the skills training to come in the next activity.

**Skills Training Activity:** There are multiple skills training topics available with one or more activities for each topic. Select an activity from the Activity Selection Window. When an activity is selected, a description of that activity is displayed. To change the selected activity, simply click on a different one in the Activity Selection Window.



Each activity will use the default settings that were input in the learner’s profile. If it is desired to change them for a particular activity, they can be adjusted within the tab.

**Question Count:** Lesson activities have a number of questions that are asked each time. This number can be tailored to the learner’s stamina level, and the facilitator can choose a different number in the drop-down menu.

**Answer Choice Count:** Each question has two or three choices for the learner to pick from by default. This number can be reduced to make it easier for the learner. Choose the desired number from the drop-down menu.

**Amount of Instruction:** Instructional levels can be chosen to match the learner’s preferred level. The three levels are Low, Medium, and High. The Low level gives the least amount of direction, while the High level gives the most direction. Choose the desired amount of instruction for each Lesson activity.

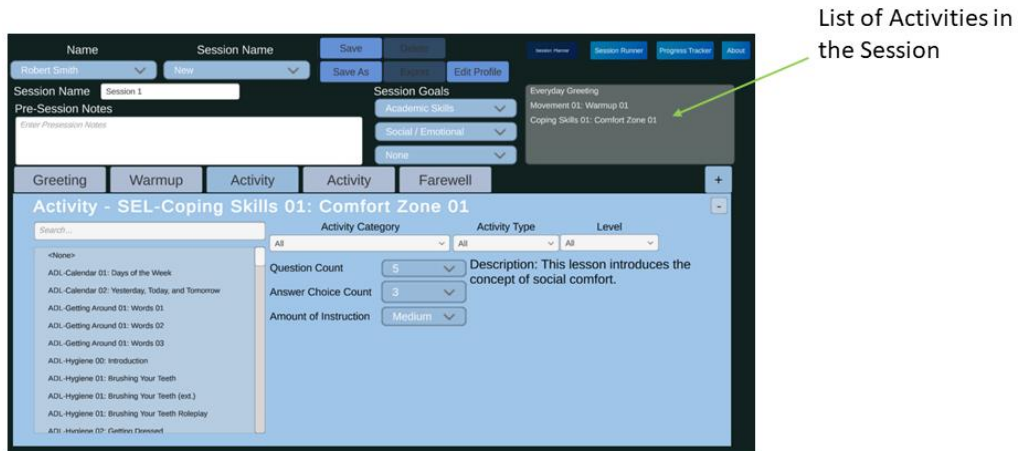
Once all settings for the activity are chosen, and the desired activity is shown in the title area, you can move on to select the next activity.

**Farewell Activity:** Choose First Goodbye if this is the first time the learner is working with the product. Otherwise, choose Everyday Goodbye or Group Goodbye.

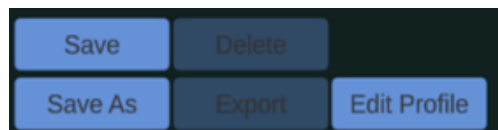
**Adding and Removing Activity Tabs:** By default, the Session Planner includes activity tabs for a Greeting Activity, a Warmup Activity, two Skills Training Activities, and a Farewell Activity. The facilitator can add and remove activity tabs by clicking the Add and Remove buttons, respectively. It is recommended that the facilitator runs a Greeting Activity, Warmup Activity, at least one activity to build skills, at least one activity that is easier and fun for the learner, and a Farewell Activity.



**List of Activities in a Session:** All activities selected in Session Planner are displayed in a box in the upper righthand corner. This makes it easy to view all activities in a planned session.



**Saving Sessions:** The Save Buttons are at the top center of the screen. Save the session to be able to use it in the Session Runner. Use Save As to change the name of the session. Make sure that a new name is listed in the Session Name field in the Info Section. A session can be deleted by clicking on it in the drop-down and then pressing delete.

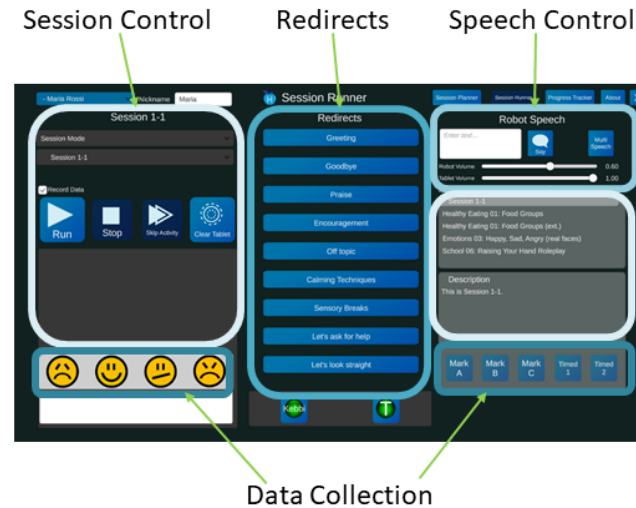


To use a session that has been created for one learner with another learner, select the desired learner and then load the session. Click on the Export button. This will bring up a second window where the new learner's name can be selected. The session will now appear in the session list for both learners. The new session is a duplicate and can be renamed if desired.

To exit the Session Planner, click on the Session Runner or Progress Tracker buttons in the upper right of the screen.

## Session Runner

The Session Runner is used when delivering the session to the learner. The interface enables the facilitator to deliver dynamic instructional content to the learner in an interactive and responsive way. It tells the *Digital Companion* when to start and enables the facilitator to control the flow of the session.



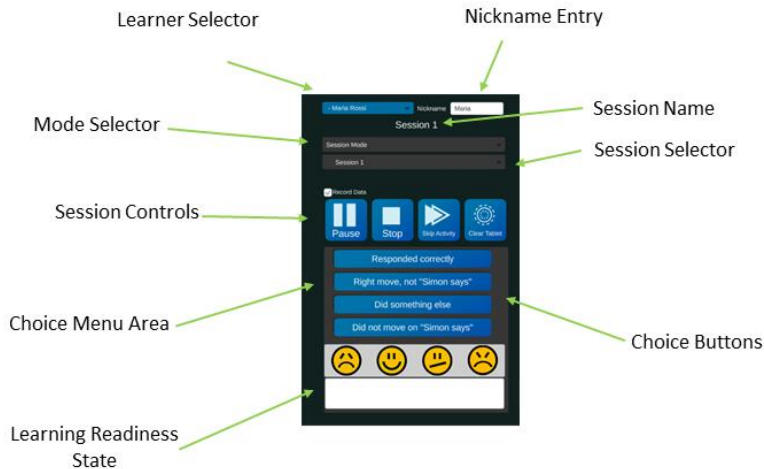
The interface is broken up into four main functions.

1. The **Session Control** deals with the controls and information for the current session.
2. The **Redirects** area has the activities that are used to manage the learner's unpredictable behavior.
3. The **Speech Control** function enables the facilitator to have the Digital Companion speak and say things dynamically in response to the learner.
4. The fourth main function is **Data Collection**, which allows the facilitator to mark areas of interest while running a session.

These marked areas are then shown in the Progress Tracker. These are the main controls that are needed to run a session. There are other features that are available in the Session Runner in addition to the main tools.

### Session Control

The Session Control provides the basic controls and information for running a specific session. The name of the current session that is loaded is displayed above the Session Controls. The Session Controls control the flow of the session. The current Activity within the session is displayed below the controls.



### Learner Selector

The product can run associated with a particular learner or generically. When the system is used with a learner selected, all activities, whether singularly or in a session, are recorded in that learner’s performance record.

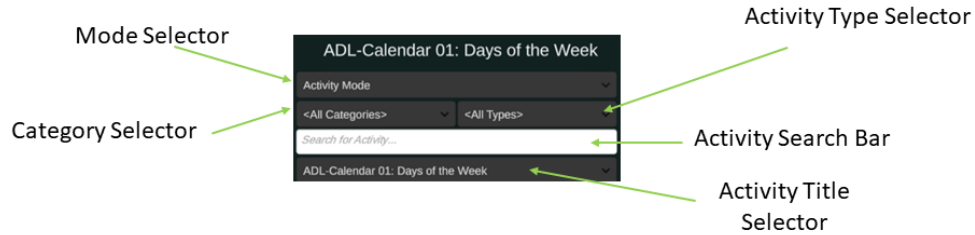
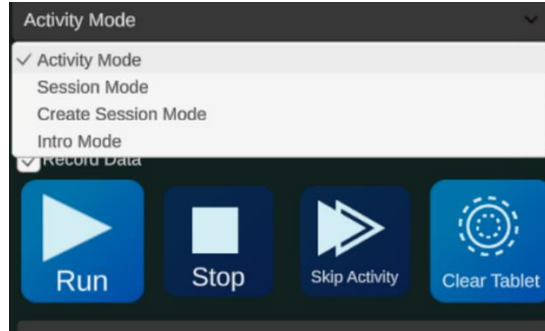
To select a learner, click on the Learner Selector. Click on the learner’s name. The learner’s name will then be displayed in the name field. The learner’s nickname will automatically be entered into the nickname field.

When the system is being used generically, nickname will be blank. The *Digital Companion* will refer to the learner as, “My friend.” The facilitator may also enter any name into the nickname field. This allows the facilitator to work with any person spontaneously, without having to edit a Profile.

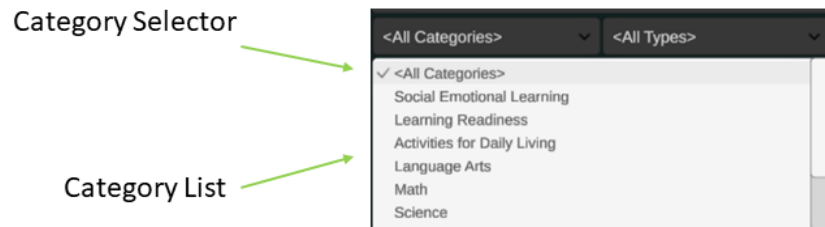
### Mode Selector

The Session Runner provides 4 Modes of Operation. Activity Mode enables the *Digital Companion* to deliver one activity at a time. Session Mode enables the system to run sessions for learners that were selected previously. Create Session Mode gives the facilitator the ability to create a session directly from the Session Runner screen. Intro Mode introduces the *Digital Companion* and how to interact with the system.

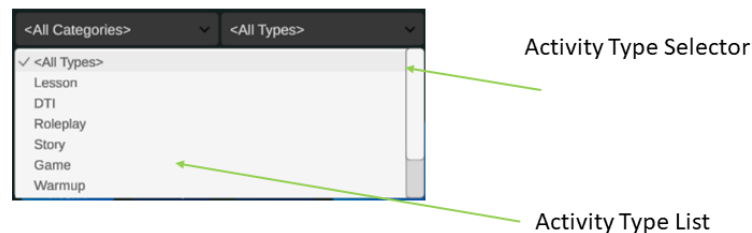
1. **Activity Mode:** In Activity Mode, the facilitator can run a single lesson or other activity. There are two drop-down menus for filtering activities. If no filters are selected, all activities will display under the Activity Title Selector.



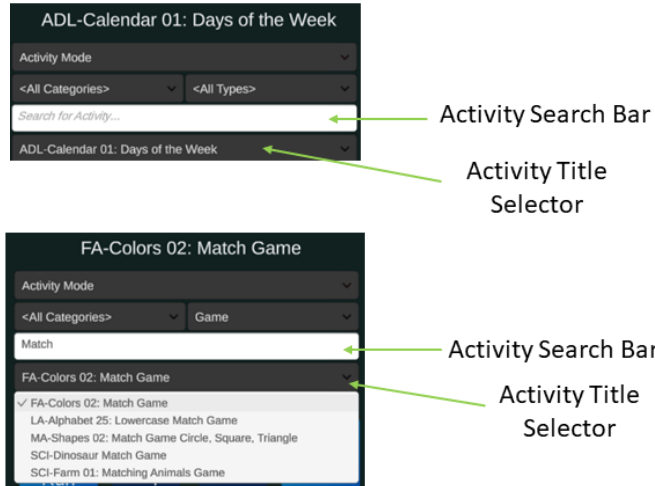
The Category Selector lists every activity category. Select a category from the Category List to see all activity titles in that category. This is a useful tool for finding activities that meet a particular learner’s needs.



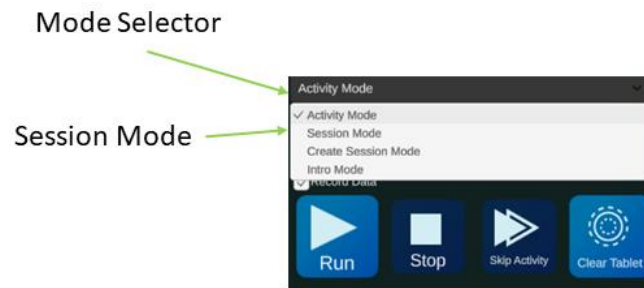
The Activity Type Selector lists different types of activities. Select an activity type from the Activity Type List to see all activity titles of that type. The activity types included are Lesson, Discrete Trial Instruction or DTI, Roleplay, Story, Game, Warmup, Auto, Gross Motor Skills, and Fine Motor Skills.



Facilitators can also search for activities by typing into the Activity Search Bar and selecting an activity from Activity Title Selector.



2. **Session Mode:** When starting the Session Runner, the default mode is Session Mode. If a session has not been created yet, click on the Mode Selector to select Create Session Mode or go to Session Planner, in order to create a session.

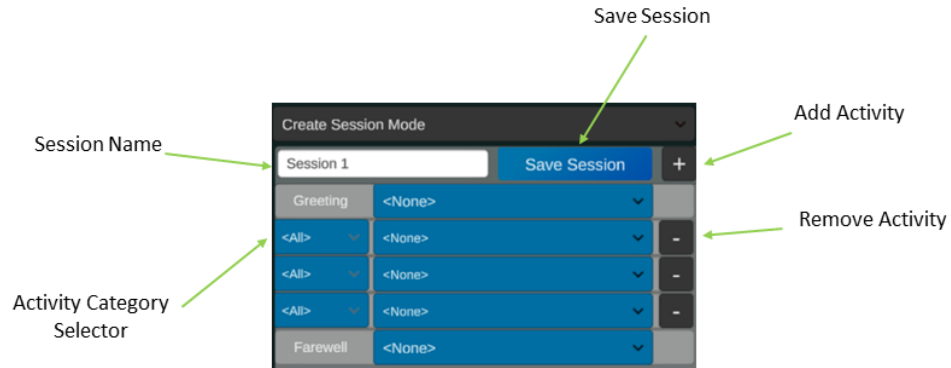


When in Session Mode, once a learner has been selected, the sessions that have been created for them are displayed in the Session Selector. Click on the desired session to run with the learner. The learner's nickname will automatically be entered into the Nickname field.

When a session has already been run, a dot will appear next to the session name in the Session Mode Selector. The currently loaded session will have a checkmark next to it.

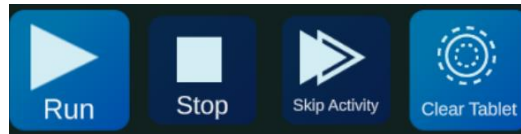


3. **Create Session Mode:** This mode provides a simple interface for constructing sessions.



4. **Intro Mode:** A preloaded session for you to get started.

### Session Controls



**Run / Pause:** The Run button starts the session. While the session is running, the Run button changes to a Pause button which gives the facilitator the ability to pause the session. Once pressed, the session is paused. Other actions, like offering extra encouragement, can be performed by the Digital Companion while it is paused. The button displays Paused while the activity is paused. To resume the activity, press the Paused button. When the activity resumes the last sentence that the Digital Companion said before being paused is repeated. This is done to help the learner regain the thread of the activity after it resumes. This is also a handy way to have the Digital Companion repeat what it just said.

**Stop:** The Stop button stops the activity entirely. The activity can only be restarted from the beginning after the Stop button has been pressed.

**Skip Activity:** The Skip Activity button stops the activity midway and jumps to the next activity.

**Clear Tablet:** This control button will clear all activity from any of the devices. Since the system is dynamic and interactive, it is possible to stop or pause it in a state where it has not completed an action. If the system is stopped and an image is still being displayed on a device, or a sound is still being played, this button will clear it. Note: When either the Pause or Stop buttons are clicked while the Digital Companion is in the middle of an instruction, the Digital Companion will complete the phrase or question it is saying before executing the Pause or Stop.

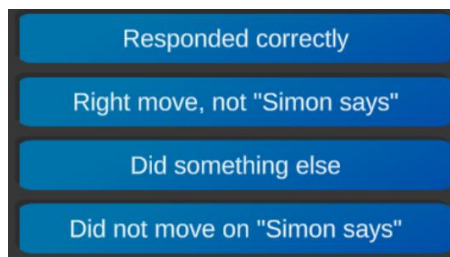
## Choice Menu

As the *Digital Companion* moves through the activity, there will be a point when the *Digital Companion* must wait for the learner to do something. At these points, buttons will appear in the Choice Menu area.

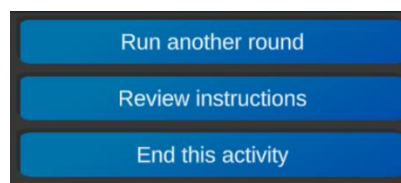
Each button represents a possible outcome for the question or directive from the *Digital Companion*. There are two kinds of Choice buttons that appear in the Choice window. The first are Choice buttons that also appear on the learner's tablet. These enable the facilitator who is controlling the session to help the learner and make the choice for the learner. The second type only appears on the facilitator's laptop. These are to confirm that the learner has done a specific action in response to a request by the *Digital Companion*, i.e., to "please stand up" or "please sit down".

For example, the Digital Companion may say, "Please stand up." The Choice window will show two buttons: the first says, "Learner is ready" and the second says, "Learner needs to stand." The facilitator would then press the appropriate button depending on what the learner does. The Digital Companion then knows what the learner has done and will react accordingly (Be cognizant of a learner's physical ability to either "stand up" or "sit down" when planning this activity).

Another example is the game of "Simon Says". The Digital Companion will give a brief instruction of how to play, and then it will start the game. The Digital Companion will give the prompt to the learner. A set of choices will appear in the Choice Menu:



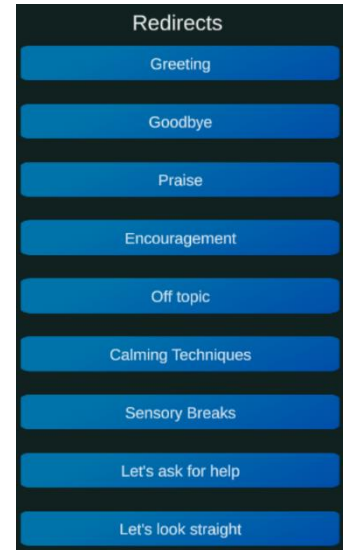
Make the appropriate selection based on whether the learner performed the correct action. The system will then go to a second-choice selection.



At this point, you can decide to play another round, repeat the instructions, or end the game. You can play the game for as many rounds as you like. When you want to move on, press, “End this activity”.

## Redirects

Redirects cause the Digital Companion to pause its current activity and then do a different activity for a short period of time to redirect the learner back to the task at hand. This can be simply giving a word of encouragement, or it can be going through a series of deep breathing exercises to calm the learner. Once the redirection action is complete, the system returns to the point in the activity where it left off. The last sentence that the Digital Companion said prior to the redirection is then repeated to remind the learner where they left off. To initiate a redirect, choose the appropriate one from the list in the Redirects area.



**Greeting:** Gives a simple greeting to start a session. Good for use with the Activity Mode if this is the first time the learner is working with the *Digital Companion* on a particular day.

**Goodbye:** This redirect provides a farewell interaction to prepare for leave taking.

**Praise:** Gives a response rewarding the learner for desired behavior. Ex. “Good Job”

**Encouragement:** Provides a helpful prompt to keep trying. Ex. “Keep trying”

**Off topic:** This redirect has the *Digital Companion* say something to bring the learner back to the task. Ex. “I think we are off topic”

**Calming Techniques:** If the learner is becoming agitated, the facilitator can click on Calming Techniques and select one of the options from the Choice Menu. Here, the *Digital Companion* leads the learner through deep breathing to help in calming down. There are two Calming Techniques activities:

- **10 Count:** 10 Count walks the learner through counting one through ten.
- **Square Breathing:** Square Breathing has the learner breathe in for a count of 4, hold their breath for a count of 4, breathe out slowly for a count of 4, and rest for a count of 4.

**Sensory Breaks:** Clicking on Sensory Breaks will display two options in the Choice Menu for activities to provide a quick sensory stimulation break.

**Self Hug:** Self Hug walks the learner through hugging themselves to provide a quick sensory stimulation break. There is also a lesson available in the Activity Title Selector, which teaches the learner how to do this redirect.

**Head Press:** Head Press walks the learner through placing their hands on their head to provide a quick sensory stimulation break. There is also a lesson available in the Activity Title Selector, which teaches the learner how to do this redirect.

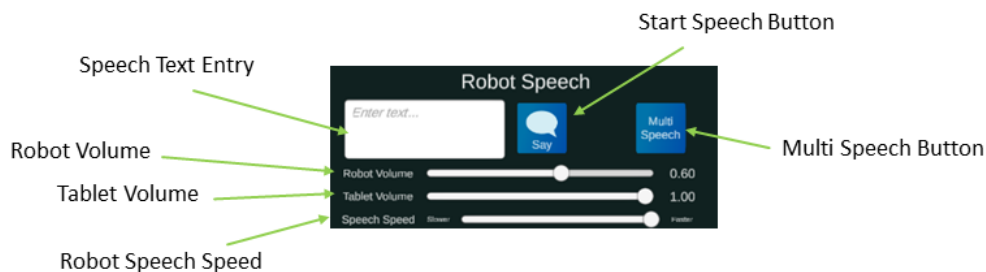
**Let's ask for help:** This redirect has the *Digital Companion* say, "Let's ask for help". The system then pauses and waits for the facilitator to make a verbal response to the learner. This is useful when the learner asks for something in the middle of an activity. The facilitator can then say what is appropriate and then choose an option from the Choice Menu.

Clicking on the "Return to Activity" option will have the Digital Companion return to the activity. Clicking on "Let's do that" will result in the Digital Companion telling the learner "Let's do that".

**Let's look straight:** This redirect has the *Digital Companion* tell the learner to look straight ahead.

## Speech Control

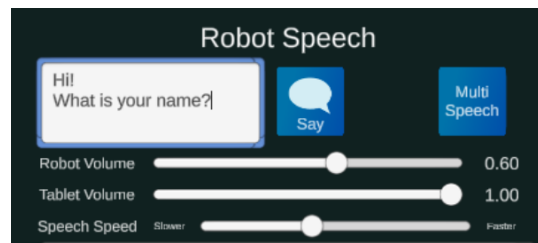
The text to speech area of the control panel gives the facilitator the ability to make the *Digital Companion* say anything entered into the text window. There are two ways for the facilitator to interact with the learner using the *Digital Companion's* dynamic speech. One is through the Speech Text Entry box and the other is via the Multi Speech button.



**Speech Text Entry:** Enter the desired text in the Speech Text Entry window by clicking in the window and typing. When the facilitator clicks in the window, the Speech Text Entry window will have a blue border to indicate that it is active.

There are two methods which will allow the Digital Companion to speak what is typed in the Speech Text Entry window. One method is to press the Enter key while the window is active. The Digital Companion will say the text that is in the window. (If the facilitator wishes to create a new line of text within the Speech Text Entry window, prior to enabling the Digital Companion to speak the text, the facilitator can press the Shift and Enter keys to create a new line of text.)

The other method for allowing the Digital Companion to speak the text in the Speech Text Entry window is to click on the Say button.

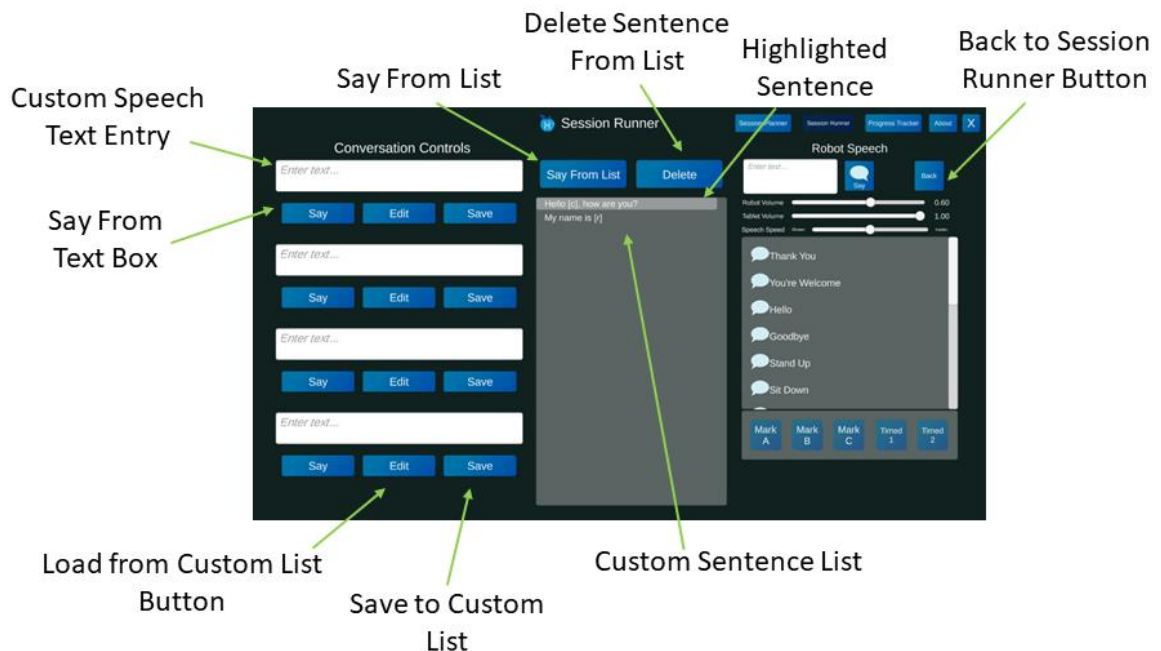


The Digital Companion can speak while it is doing other actions, but this may cause unintentional outcomes as the Digital Companion may already be talking. In this case, the Digital Companion will finish speaking the first direction before going onto the second direction.

**Stop Button:** Press the Stop Button to stop the *Digital Companion* while speaking in the custom speech.

**Slider Buttons:** All *Digital Companions* have a slider button to adjust the tablet volume. Some *Digital Companions* have three slider buttons: one adjusts the *Digital Companion* volume, one adjusts the tablet volume, and one adjusts the speed of the *Digital Companion's* speech. Slide the control left or right to increase or decrease as needed.

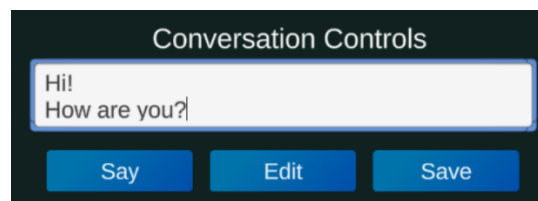
**Multi Speech Button:** In Session Runner, clicking on the Multi Speech button under *Digital Companion* Speech will display the Multi Speech screen. This brings up a large speech interface with multiple capabilities. It puts the *Digital Companion* into Conversation Mode.



In this “conversation mode” the facilitator can enter multiple sentences simultaneously for use at different times during the same conversation with the learner. This allows for quick, customized responses to the learner. The four text boxes give the facilitator the opportunity to have multiple responses ready to respond to the learner. Sentences and phrases that are entered into the text boxes can be saved in the Custom Sentence List. This list is saved when the program is exited and automatically reloads when it starts again.

Type the desired sentence into the Custom Speech Text entry box. When the facilitator clicks in the entry box, the Custom Speech Text entry box will have a blue border to indicate that it is active.

There are two methods which will allow the Digital Companion to speak what is typed in the Custom Speech Text entry box. One method is to press the Enter key while the window is active. The Digital Companion will say the text that is in the window. (If the facilitator wishes to create a new line of text within the Custom Speech Text entry box, prior to enabling the Digital Companion to speak the text, the facilitator can press the Shift and Enter keys to create a new line of text.) The other method for allowing the Digital Companion to speak the text in the Custom Speech Text entry box is to click on the Say button immediately below the text box.



To save the sentence to the “custom list”, click on the Save button. To modify a previously created sentence saved to the customs list, click on the sentence in the list to highlight it. Click the edit button.

This will put a copy of that sentence into the text box. There it can be edited as needed. Save the new version by clicking the Save button.

To delete a sentence in the custom list, highlight it and click delete.

In addition, it is possible to have the Digital Companion say a sentence directly from the custom list. Highlight the sentence by clicking on it with the left mouse. Then click the Say From List button.

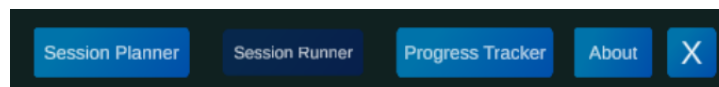
**Prepared Speeches:** Below the Speech Text Entry controls is the Prepared Speech selection window. It contains a list of phrases and sentences that can be spoken by the Digital Companion. Simply click on the speech bubble and the Digital Companion will say the phrase listed or another similar phrase from a list of similar responses.

If you press the same speech bubble twice the Digital Companion will say two different things that are two ways to say the same thing.

To exit the Conversation Mode, click on the Back button to return to Session Runner.

**Program Module Selectors:** The Program Module Selector is found at the top of the screen. Here, you can load a specific learner’s session or switch to the Session Planner or the Progress Tracker.

These buttons enable the facilitator to move from one module to another. Click on the desired part of the program to move to that Module. The Module that the program is currently running is darkened to indicate that it is active. Warning: Any unsaved data may be lost when jumping between Modules.



**About:** The About button opens a window that displays information about the software. Here you can find the specific version number of the software. The License ID and expiration date are also listed. To return to the main screen simply click on the OK button.

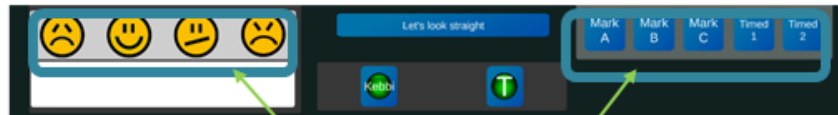
## Progress Tracker

The Progress Tracker provides a report of the learner’s performance for each session. Here, the facilitator can review the data for all the sessions completed. The facilitator can also generate a report

that is saved to the laptop. This report can be sent to other members of the team, used in other evaluations, or shared with the learner's parent or guardian.

### Data Logging Tool

The system automatically records the performance of the learner as the learner answers questions and performs the other tasks asked during the session. The facilitator can use the data logging tool to mark events of interest with generic marks or behaviors. This information is made available to the facilitator in the Progress Tracker module of the system.



Data Collection

**Subject Learning Readiness State:** The system enables the facilitator to track the learner's state throughout the session. The Learning Readiness State is a combination of the learner's energy level, their emotional state, and their engagement. Simply press on one of the 4 icons to indicate the state of the learner at that moment. A chronology of the facilitator reported learner's states will be presented in the session report in the Progress Tracker.

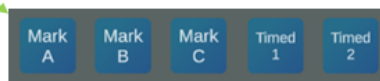


Each face represents a different state:

- Sluggish, unhappy, limited engagement
- Alert, happy to content, engaged and ready to learn
- Squirmy, confused to silly, trouble focusing
- Dysregulated, unhappy to angry, unable to engage

**Data Markers:** To use the Data Logging tool, click one of the Data Marker buttons. The first three Data Markers will record the time of an event. Each Marker may be used for a different type of event.

Data Marker



Duration Data Marker

For example, if the facilitator is watching for Joint Attention Bids, every time one is observed, the facilitator would press Mark A (presuming the facilitator decides to mark Joint Attention Bids with the Mark A button). Perhaps, as another example, a facilitator may want to mark inappropriate verbalizations, and thus, when observing that behavior, the facilitator would press Mark B. These Marks can be used for any data logging the facilitator desires to “mark”. The progress report will show each time a “mark” is made during the session.

To record an event that covers a period of time, use the Duration Data Marker. When an event starts, click on either the Timed 1 or Timed 2 button.

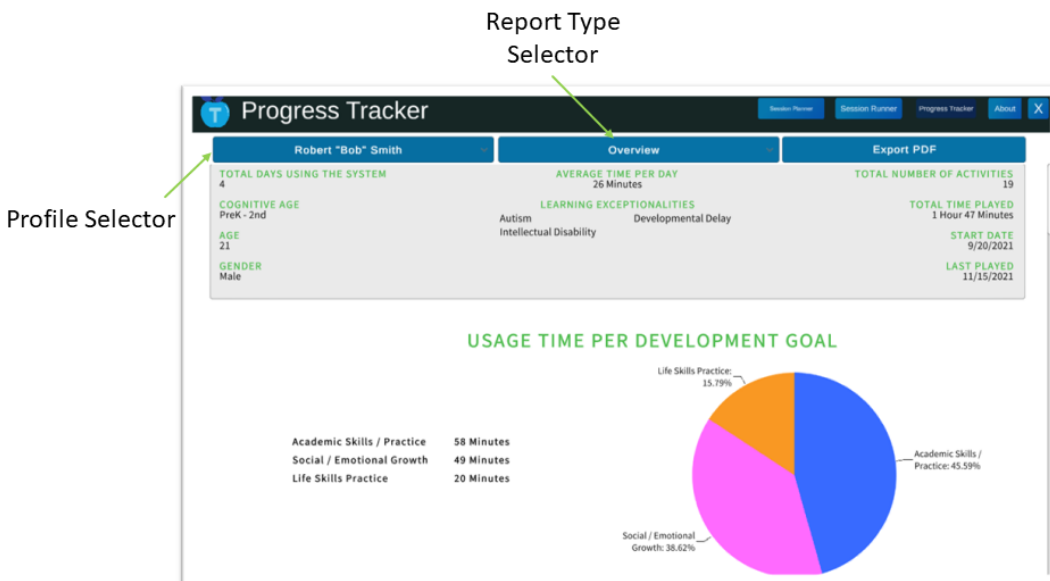


The Duration Data Marker label will be italicized to indicate that the timer is running. When the event ends, click the button again to stop the timer. When the learner presents the behavior again, repeat the process by pressing the same Duration Event Marker. Two timed markers are available for two specific types of events or behaviors that a facilitator desires to time and track.

All data from the session is available in the Progress Tracker.

### Entering the Progress Tracker

To enter the Progress Tracker, click on the appropriate Program Module Button at the top right of the screen. Select the desired learner and then select the type of report to review. There are 3 types of reports available: overview, session and activity level.



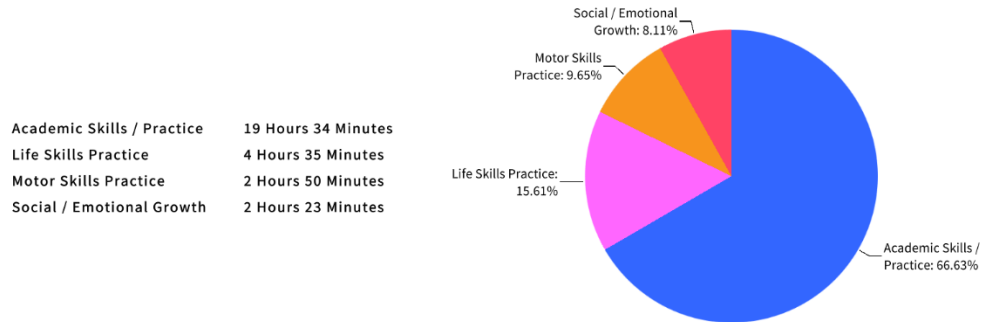
Report Type Selector



**Overview Report:** The Overview Report gives information regarding the learner’s overall usage with the system. This report focuses on seeing how a learner’s performance on their developmental goals changes over time. If the facilitator has selected developmental goals, it will only show the development goals in the overview, these goals will only display in the Overview Report.

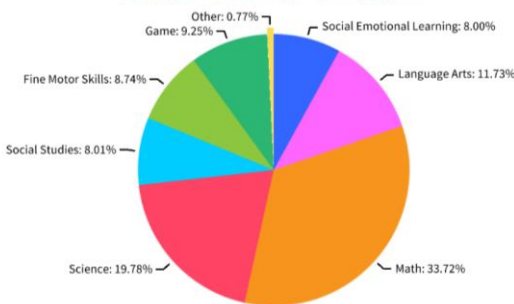
**Pie Charts:** The first pie chart shows the overall usage time for each developmental goal. By looking at this chart, the facilitator can see how much time has been spent on each goal relative to the other goals.

USAGE TIME PER DEVELOPMENT GOAL



The second pie chart provides the amount of time spent on each Activity Category. This provides information on each specific category regardless of which developmental goal they fall within.

USAGE TIME PER CATEGORY



**Line Graphs:** Below the pie charts, each of the activities that the learner has participated in are displayed and grouped by Developmental Goals.

## USAGE FOR EACH DEVELOPMENT GOAL

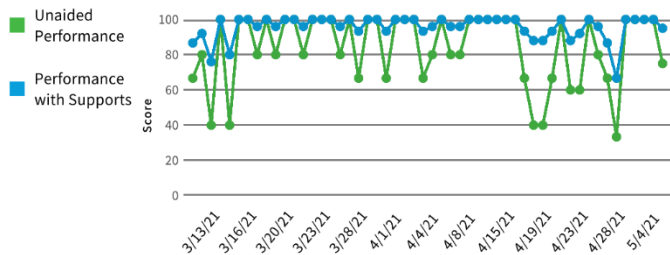
**Social / Emotional Growth**  
**ACTIVITIES:** 8      **TOTAL TIME:** 1 Hour 3 Minutes

### EMOTIONS 03: HAPPY, SAD, ANGRY (REAL FACES)

**TOTAL AMOUNT PLAYED:** 4  
**TOTAL TIME:** 30 Minutes  
**AVERAGE TIME PER ACTIVITY:** 7 Minutes  
**ACTIVITY DESCRIPTION:** Lesson, Auto  
 This lesson explores the skills necessary to identify and comprehend emotions using pictures of real faces.



The Progress Tracker provides two scores for each activity with questions. The first is Unaided Performance. The second score is Performance with Supports. By comparing the two scores, the facilitator can judge a learner’s progress and mastery independently and when prompts and supports are provided.



- Unaided Performance:** Unaided Performance is a percentage that refers to the number of answers the learner can give correctly without any help. This is an indication of mastery.

For the activities that have 5 questions, each question is worth 20%. The score for each question is added up to make the total performance score. If they get 4 correct, then the total score will be 80%. In the Overview Report these values are provided as percentages and plotted with a green line.
- Performance with Supports:** Performance with Supports is a score that presents if the learner was able to answer correctly with help and how much help they needed. If the learner can answer the question independently the first time, then they receive a score of 5 for that question. If they answer the question incorrectly, the system will repeat the question after giving a hint. This is recorded as 1 support. If they answer it correctly at this point, then their score is 4 meaning 5 - 1 support. The learner can keep trying to answer the question until they get it right. Their score is reduced by one for each additional try. In some lessons if they get it wrong twice in a row then the number of choices is reduced to make it easier. This is counted as a support as well. If they are not able to answer after 4 tries, then the system goes on to the next question.

In the Overview Report these values are provided as percentages and plotted with a blue line.

**Bar Graphs:** For several activities, the Progress Tracker provides the amount of time an activity has been played. This is presented in a bar chart with the size of each bar representing the length of time that the activity took.

### SEASONS 02: GAME 02 SNOWFLAKES

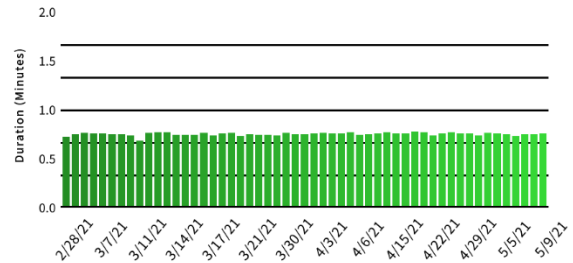
TOTAL AMOUNT PLAYED: 53

TOTAL TIME: 40 Minutes

AVERAGE TIME PER ACTIVITY: 45 Seconds

ACTIVITY DESCRIPTION: Game, Fine Motor Skills

This game provides an opportunity for fine motor skills practice while tapping the snowflakes on the tablet to "melt" them.



## Session Report

The Session Report gives detailed information about each individual session. The learner's name, the session name, the date the session was ran, goal categories, and a list of activities in that session are displayed at the top of the report.

### Session Report

Name: Christian Barrett

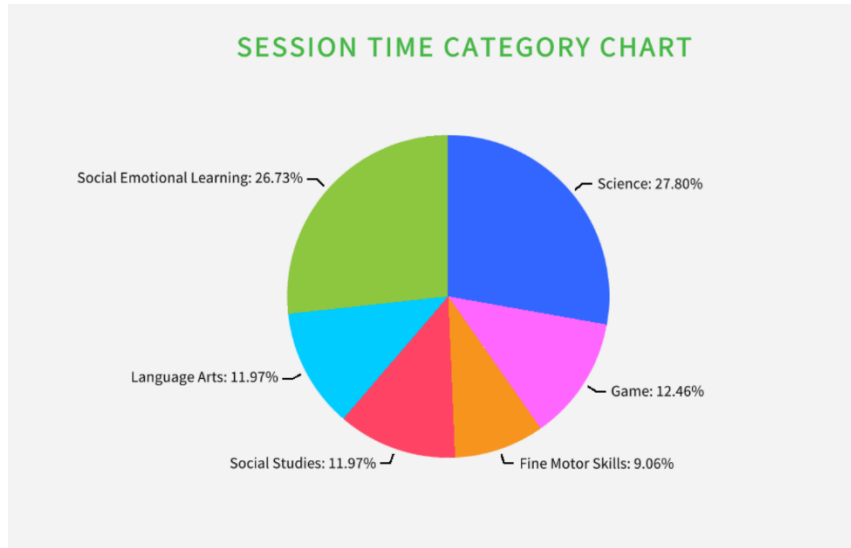
Session Name: Jax Combo Session

Date: Friday, May 7, 2021 1:52 PM

Individualized Goal Categories: N/A

Activity List: DTI Plant Growth, Bubble Game, Henry Ford, Snowflake Game, Emotions 2 BL Happy, Surprised, Disgusted (Emojis), Hello & Goodbye 1, Matching Farm, The Four Seasons, Bubble Game, Everyday Goodbye

**Session Time Category Pie Chart:** The pie chart provides the amount of time spent on each Activity Category within the session. This provides information on each specific category regardless of which developmental goal they fall within.



**Session Comments:** There are two types of comments that the facilitator can create and display in the Session Report. These comments will display underneath the Session Time Category Pie Chart.

- Pre-Session Comments are the notes the facilitator entered in the Pre-Session Notes text box in Session Planner, prior to running the session. If no notes were entered in Session Planner, this section will remain blank in the Session Report.
- Post-Session Comments are notes the facilitator would like to document for the session, after the session has been run. The facilitator can add these notes by clicking inside of the text box next to Post-Session Comments. These notes could include, but are not limited to, information regarding the learner’s state during and after the session.

**Session Report Activity Data:** The Session Report includes information for all activities within the session. Underneath the name of each activity, there is a description of the activity, a percentage of the activity completed without prompts, and the time spent on the activity. Each activity in the Session Report will include two different charts: Performance Data and Activity Summary Over Time.

**Performance Data:** The Performance Data bar graph displays the learner’s performance on each question in the activity or Performance with Supports. If the learner can answer the question independently the first time, then they receive a score of 5 for that question. If they answer the question incorrectly, the system will repeat the question after giving a hint. This is recorded as 1 support. If they answer it correctly at this point, then their score is 4 meaning 5 - 1 support. The learner can keep trying to answer the question until they get it right. Their score is reduced by one for each additional try. In some lessons if they get it wrong twice in a row then the number of choices is reduced to make it easier. This is counted as a support as well. If they are not able to answer after 4 tries, then the system goes on to the next question.

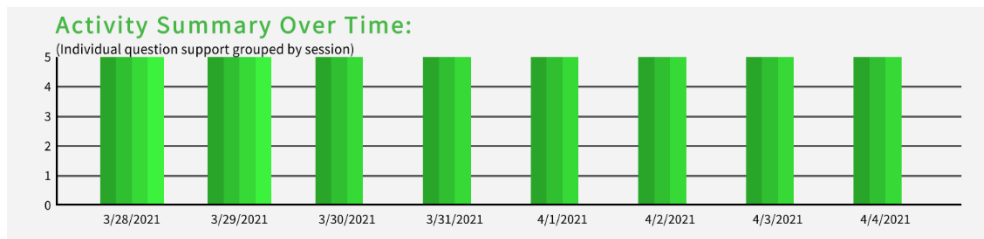
**Activity 9: Math Coins Value**  
 **Description:** This lesson will provide error-less selection of the value of a penny, nickel, dime, and quarter. The robot will introduce the value of each coin to the child. Then, the robot will provide error-less selections for each of the values so that the child can learn to select the correct coin.  
 **Overall Accuracy: 100%**  
(% of total task completed without prompts)  
 **Activity Length: 00:03:13.5**  
 **Performance Data**  
(Individual question support data)

Session	Performance Data (Support Level)
1	5
2	5
3	5

**Data Key**

- 5 correct - no support
- 4 1 x support
- 3 2 x support
- 2 3 x support
- 1 unsuccessful

**Activity Summary Over Time:** The Activity Summary Over Time chart presents the learner’s progress in a single activity over time. The system finds all the times that an learner has taken any activity and provides a chart of progress from the first time they took the activity to the last. The performance data for individual questions are grouped by session.



## Activity Report

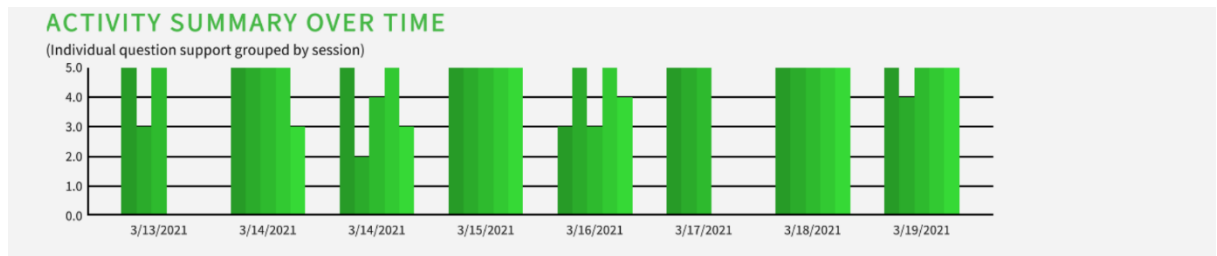
The Activity Report presents the learner’s progress in a single activity over time. The learner’s name, the range of dates the activity was ran, the amount of times the activity was ran, and a description of the activity are displayed at the top of the report.

**Activity Report**  
**Name:** Christian Barrett  
**Date Range:** 3/13/2021 - 12/13/2021  
**Frequency:** 52  
**ADL-Calendar 02: Yesterday, Today, and Tomorrow**  
 This activity explores yesterday, today, and tomorrow. Prior knowledge of the names and order of the days of the week is necessary for this activity.

The system finds all the times that a learner has taken any activity, no matter what session it was in, and provides a chart of progress from the first time they took the activity to the last.

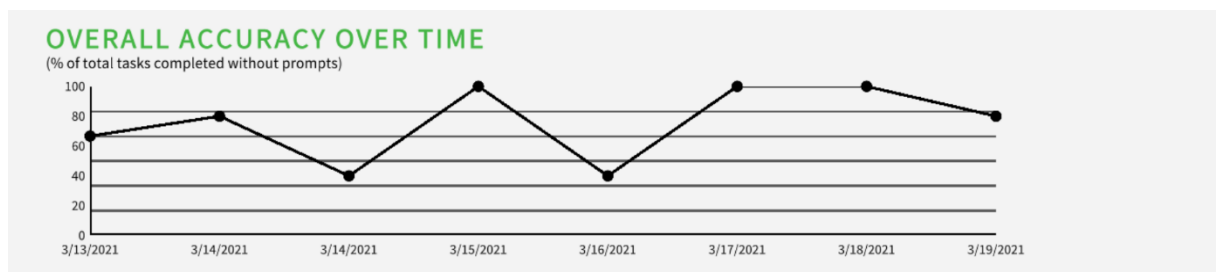
**Activity Summary Over Time:** The Activity Summary Over Time chart presents the learner’s progress on each question in a single activity over time. This data is also known as Performance with Supports. The performance data for individual questions are grouped by session.

If the learner can answer the question independently the first time, then they receive a score of 5 for that question. If they answer the question incorrectly, the system will repeat the question after giving a hint. This is recorded as 1 support. If they answer it correctly at this point, then their score is 4, meaning 5 - 1 support. The learner can keep trying to answer the question until they get it right. Their score is reduced by one for each additional try. In some lessons if they get it wrong twice in a row then the number of choices is reduced to make it easier. This is counted as a support as well. If they are not able to answer after 4 tries, then the system goes on to the next question.



**Overall Accuracy Over Time:** The Overall Accuracy Over Time chart presents the learner’s progress on a single activity over time. This chart displays percentages that refer to the number of answers within the activity that the learner gave correctly without any help. This is an indication of mastery and is known as Unaided Performance.

For the activities that have 5 questions, each question is worth 20%. The score for each question is added up to make the total performance score. If they get 5 correct, then the total score will be 100%. If they get 4 correct, the total score is 80%, meaning 100% - 20%.



### Exporting Progress Tracker Reports

When the data has been reviewed and additional notes have been added, the facilitator can save the report to the hard drive by clicking on the “Export PDF” button.

All displayed information in the Overview Report and the Activity Report will be included in the respective published report.

There is an option to include or exclude any section of the Session Report in the generated PDF report. Along the left side of the Session Report, there are check boxes next to each section. The check in the box indicates the section will be included in the report. If a particular section is not needed for the report, simply uncheck the adjacent box. To add a section back into the report, click on the check box again.

If an activity does not have any scoring component, then only the name of the activity and the description is included.

The published reports can be found in C:\Progress Tracker Reports on your PC. They are stored as PDF files in this directory.

### **Logged Data**

The events that were recorded during the session using the Data Markers are presented below the Activity sections. All events that were recorded by pressing the Mark A button are displayed together. On the right side is a text field where the facilitator can enter a label for the type of event that occurred. In this case, it is a Joint Attention Bid labeled “JAB”. The label will appear in the published report. Repeat this process for each type of event recorded including the timed events.

## **Using KidsLink**

KidsLink is the learner-facing application within the Movia system. It displays learning activities, receives learner responses, and communicates performance data to Movia Studio.

KidsLink does not control session flow. All session progression is managed through Movia Studio.

Once connected and a session begins:

- The current activity appears on screen.
- Response options are clearly displayed.
- The learner selects a response by tapping the screen.
- The response is immediately transmitted to Movia Studio.

KidsLink does not allow:

- Switching activities
- Editing settings
- Changing learner profiles
- Learner Response Behavior

When a learner selects a response:

- The system records the attempt.
- The facilitator may allow progression or initiate a redirect.
- If incorrect, the learner remains on the activity until instructed to proceed.

During activities, KidsLink may:

- Highlight selected responses
- Provide simple visual confirmation
- Wait for facilitator instruction before advancing

## Turning Off the System

When you have finished working for the day,

1. Quit *Movia Studio* by pressing the “X” button in the upper right-hand corner of the screen on the laptop. Upon doing so, a prompt will appear, asking to confirm if the facilitator really wants to exit the software. Select “Yes”, to exit.
2. On the tablet(s), exit the *Digital Companion* and *KidsLink* apps by pressing the “Quit” button in the upper right corner of the screen.

## General, Instructional, & Technical Service Support

If you have any questions or need more information on any of the material above, please contact us at:

Email: [support@moviarobotics.com](mailto:support@moviarobotics.com)

Phone #: 1-860-256-4797 ext. 2