

Manual



Proloquo2Go

A voice for those who cannot speak

VERSION 4.0

by  AssistiveWare®



AssistiveWare
Laurierstraat 193
1016 PL Amsterdam
The Netherlands
Europe
fax: +31-20-6128266
www.assistiveware.com

Support contact:
support@assistiveware.com

Proloquo2Go® © 2008-2015 AssistiveWare®. All rights reserved.
Proloquo2Go manual © 2008-2015 AssistiveWare®. All rights reserved.

AssistiveWare Contributors

Núria Aloy, Enrique Ballesteros, Joe Barnick, Julia Broere, Andrea Berentschot, Pam Harris, Joop Laan, Marcel de Laat, Sándor Legoza, Rosa Lehmann, Martijn Leopold, Sylwia Malinowska, Jennifer Marden, David Niemeijer, Marco Niemeijer, José Pérez, Aileen Ryan, Nathan Swett, Anne Verhulp, Carol Villars and Hilde de Wit.

MacKiev Contributors

Sergey Galagodza, Elena Kovalenko, Andrew Kulynych, Alexey Malyarenko, Semen Martiushev, Sergey Melnichenko, Dmitriy Naumov, Dmitriy Nizhebetskiy, Tatyana Nurkanova, Iurii Pleskach, Evgeny Reyentenko, Sergey Ryabchuk, Oleksii Sedun, Sergii Sinenchenko, and Daria Smolianaya.

Acknowledgements

Acapela speech technologies licensed from Acapela Group. SymbolStix Symbols © 2003-2015 SymbolStix LLC. "Ultralingua ULAPI" © Ultralingua, Inc. "VocaSpaces" vocabulary © 2008-2010 Samuel Sennott. Proloquo2Go 1.0 was originally created by David Niemeijer and Samuel Sennott. The following persons contributed to the vocabulary design: Katharine Buckley (activity templates & UK English localization), Russell Smith (UK English localization) and Aileen Ryan (Australian English localization). Original Proloquo2Go application icon designed by Giesbert Nijhuis.

Crescendo, VocaPriority, ExpressivePower and PolyPredix are trademarks of AssistiveWare B.V. Proloquo2Go is a trademark of AssistiveWare B.V registered in the US and other countries. AssistiveWare is a trademark and a trade name of AssistiveWare B.V. registered in the US and other countries.

Uses parts from: NSData+MD5: © 2008 Geoff Garside; UIApplication+ScreenMirroring: © 2010 Francois Proulx.

Manual version: 10 April 2015

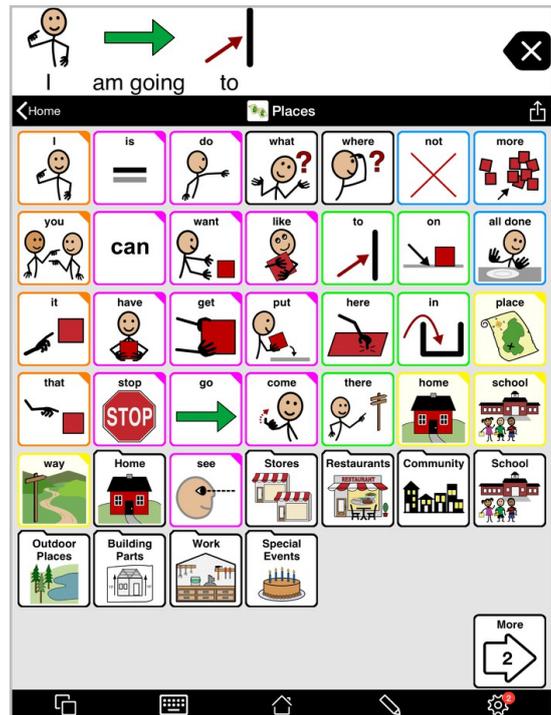
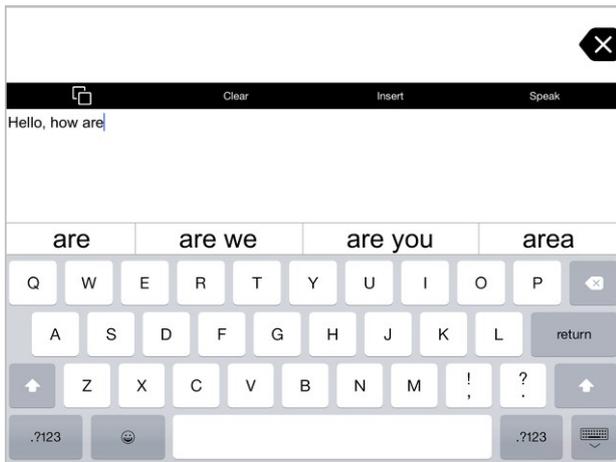
Table of Contents

Introduction	5
Introduction to Proloquo2Go	6
Startup Wizard	7
Choosing a Vocabulary Level	8
Grid View	9
Recents View	10
Typing View	11
Editing at multiple levels	12
Protecting your data	13
Working with the vocabulary	14
What are core words?	15
Customizing the vocabulary	16
Customizing for Basic Communication	17
Customizing for Intermediate and Advanced Core	18
Personalizing the vocabulary using VocaPriority™	20
Progressing through vocabulary levels	21
Progressing through Core Words	23
Introduction to Templates	25
Templates and Grid Sizes	26
Consistent Fringe Pages with Core Templates	27
Create Activity Specific Pages with Activity Templates	28
Folder Layout Options	29
Grammar Support	30
Grammar popups	31
Grammar Preview	32
Verb Conjugations	33
Customizing Grammar Popups	34
Edit Mode	35
Edit Mode Basics	36
Edit Mode Tools	37
Prioritizing the user's fringe vocabulary	38
Button Basics	39
Adding a button	40
Button Properties	41
Adding a folder	42

Folder Properties	43
Using expressions and sounds with ExpressivePower™	44
Editing a button or folder	45
Button and Folder Actions	46
Quick Options	47
Advanced Editing	48
Options	49
Options Basics	50
New User	51
Appearance	52
Vocabulary	53
Speech and Language	54
Manage Languages	55
Templates	56
Grammar	57
Prediction	58
Access Method - Direct Access	59
Access Method - Switch Access	60
Interaction	61
Restrictions	63
Privacy	64
Editing	65
Lock Options	66
Backup	67
News	68
Support and About	69
Scanning access	70
Switch Control versus Switch Access	71
Scanning Modes and Patterns	72
Setting Up Switches and Scan Rate	74
External Switches	75
Advanced Options	76
Appendices	78
Environmental Inventory	79
Bibliography	80

Introduction

Introduction to Proloquo2Go

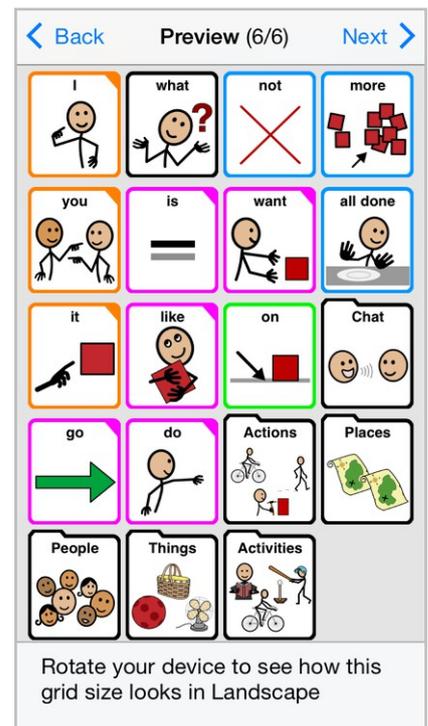
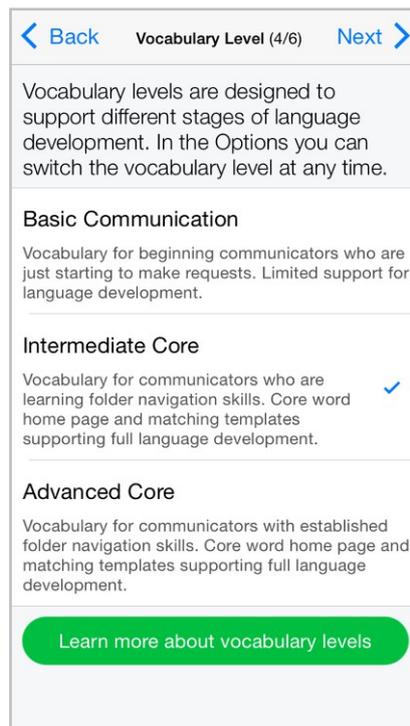
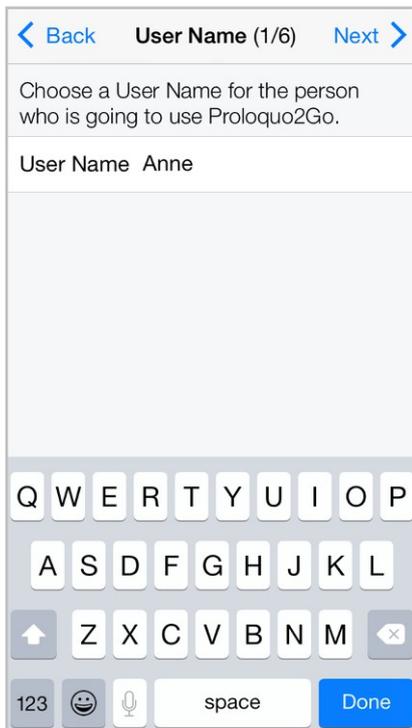


Proloquo2Go® is a symbol-based Augmentative and Alternative Communication (AAC) app designed for people who cannot speak or have difficulty making themselves understood. With the Crescendo™ vocabulary that supports multiple grid sizes and three levels of language skills, Proloquo2Go is a solution that can grow with the user. Proloquo2Go also provides a typing view with word prediction for users with literacy skills. Alternative access methods such as scanning and Select on Release make Proloquo2Go an AAC solution for a broad range of people who need access to AAC.

Learn more about how to use and configure Proloquo2Go in this manual.

Note that inside the app, you can access this guide by going to the Options (gear icon), and then in the top right corner pressing the green Help button. In the Help view, you can navigate from section to section using the arrow buttons, go to the table of contents and even export the manual to iBooks.

Startup Wizard



When you first launch Proloquo2Go, a wizard will guide you through the initial configuration of entering the **User Name**, selecting your language, region and voice, and picking your vocabulary level and grid size. You can use the **Next** and **Back** buttons to navigate through the wizard.

Note that the voice you select will be downloaded as soon as you finish the wizard. If your device is not connected to the internet a lower quality substitution voice will be used until the app gets a chance to download the voice you chose.

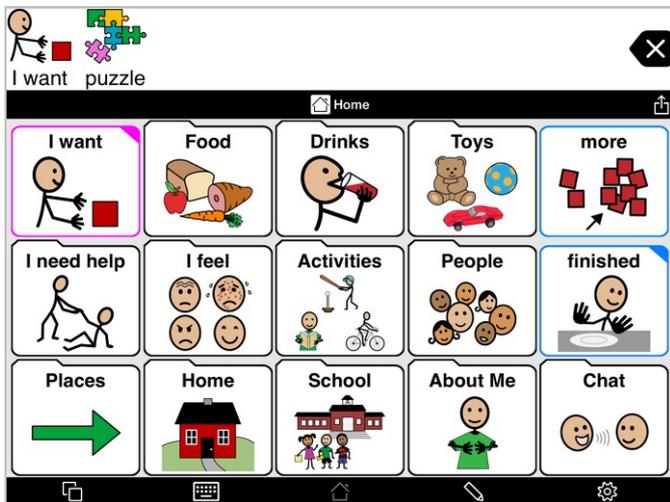
Proloquo2Go's Crescendo™ vocabulary contains three different research-based preprogrammed **vocabulary levels** that allow the user to grow and develop language and communication skills: Basic Communication, Intermediate Core and Advanced Core.

You can **preview** the home page for different combinations of vocabulary level and grid size by using the **Back** and **Next** buttons. Note that with Crescendo it is easy to transition between different vocabulary levels and grid sizes after you have created the user.

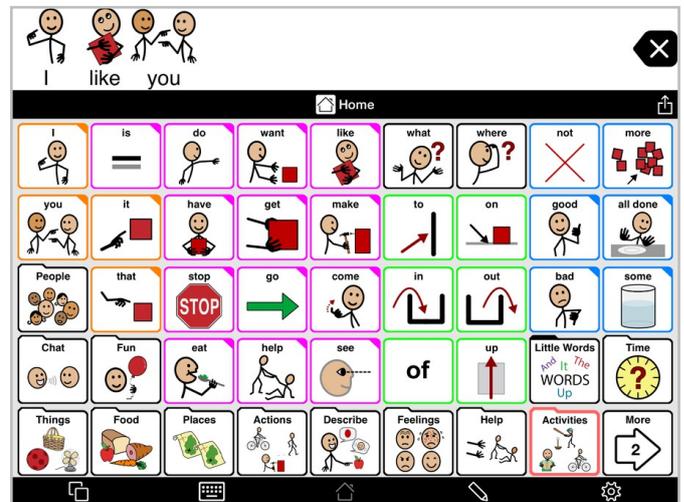
Later you can go to the Proloquo2Go Options to create additional users and download more free voices.

Choosing a Vocabulary Level

Basic Communication Home



Intermediate Core Home



The Crescendo™ vocabulary has three vocabulary levels to support users at different stages of communication and language development. You can switch vocabulary levels at any time and still access the customizations you made at the previous vocabulary level.

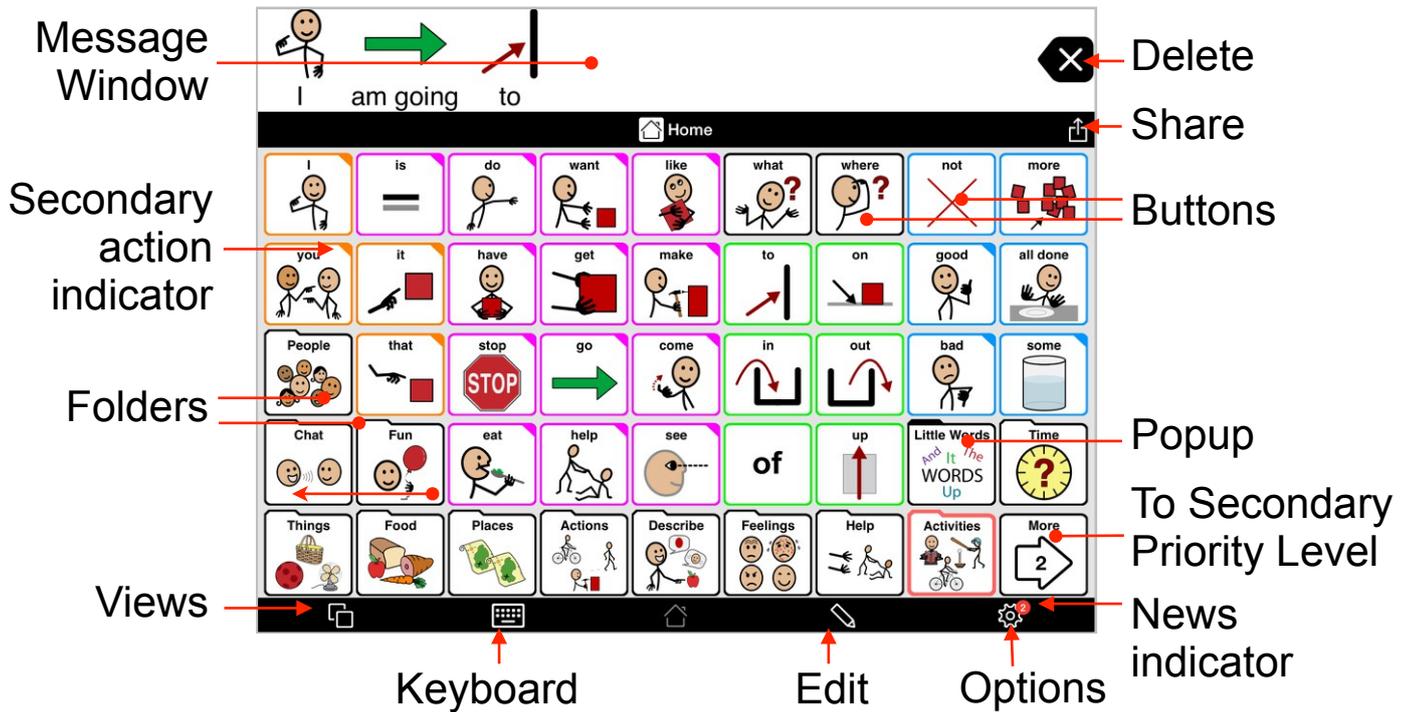
Basic Communication is designed for users who are just beginning to use AAC to express their basic needs, and have difficulty navigating between pages. This vocabulary level provides very limited support for language development.

Intermediate Core is designed to support full language development. It has a home page designed around the words that are used most frequently in conversation and writing. These “**core words**” tend to be pronouns, verbs, and prepositions. Research has shown that a small number of core words such as “I”, “you”, “want”, “it” make up the majority of what we say or write. Users can quickly speak many sentences using only the home page. When more specific but less frequently used words are needed (such as nouns and adjectives), they can be found using the **fringe folders** also located on the home page. These folders are organized by categories, such as food, things, people, and places. Intermediate Core’s fringe folders have more frequently used fringe words on the top level, and subfolders for more choices. For example, the top level of the food folder can be customized to contain a user’s favorite foods, and he can go to a dessert or snack subfolder to get more choices in these categories.

Advanced Core uses the same core word home page and fringe folder organization as Intermediate Core. The difference between Intermediate and Advanced Core is that Advanced Core relies more on subfolders to organize fringe words.

All three vocabulary levels provide access to **Activity Templates**. These templates are based on the Home Page of each vocabulary level, and allow easy creation of activity specific pages with a mix of core words and topic-specific vocabulary.

Grid View



Proloquo2Go has several different views. The Grid View is the one most frequently used for communication.

Tap on the **buttons** to create a sentence. These words appear in the **Message Window**. Tap the Message Window to speak the message.

Tap the **Delete** button once to delete the last entry in the Message Window, or twice to clear the Message Window completely. Alternatively, the Message Window can be set to clear automatically after speaking the message (*Options > Interaction*).

Folders can be recognized by the folder shape and will take you to another page of buttons.

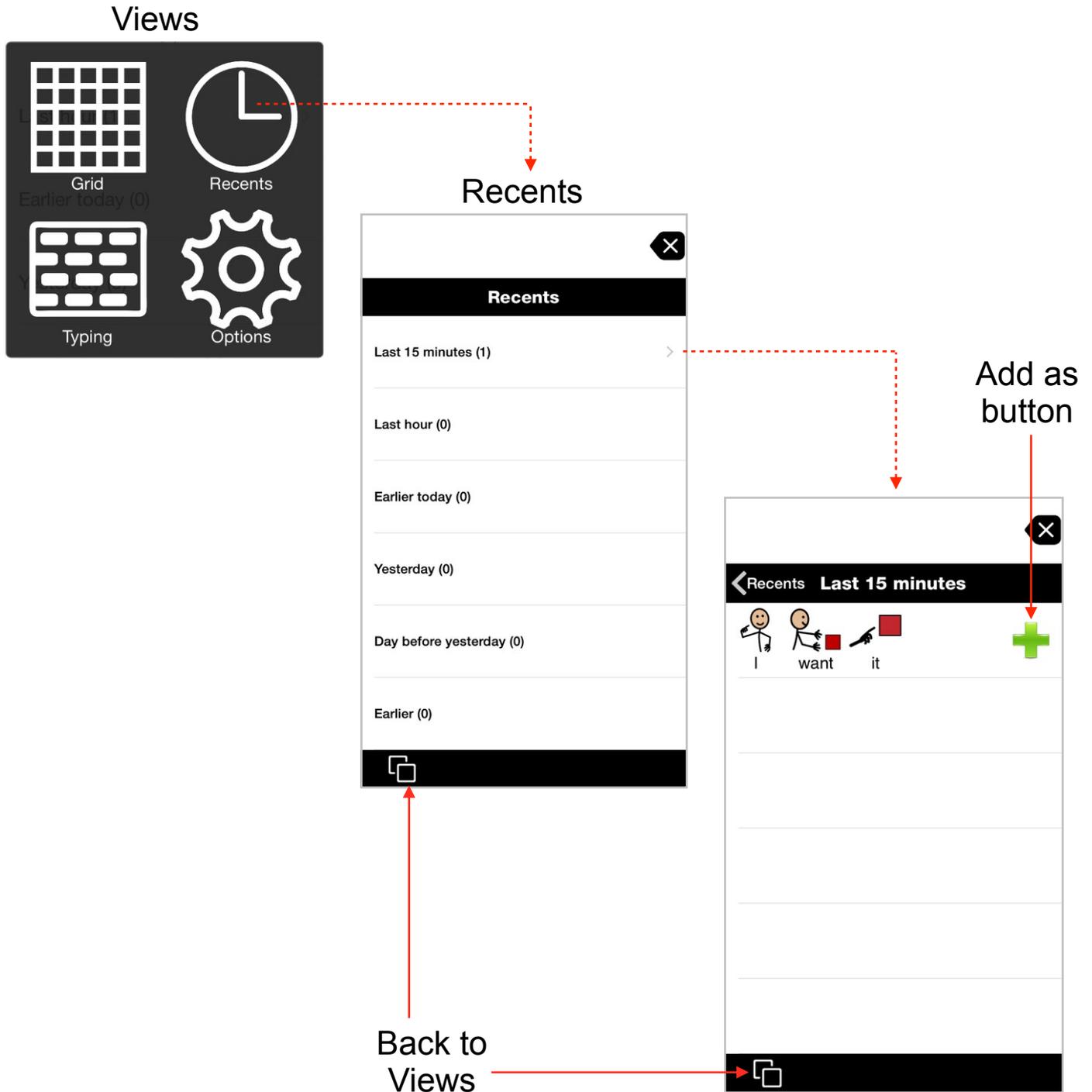
Hold down on buttons with secondary actions to have access to more options in a pop-up, such as verb conjugations, etc. Alternatively, the secondary action can be triggered through double-tapping or automatically on single tap (*Options > Interaction*).

Tap the **More** button to go to secondary level with additional buttons that belong to the current folder but are not used as frequently. Use the **Share** button to share the contents of the Message Window via email, Facebook, SMS, Twitter, copy to the global clipboard, or create a new button from the Message Window contents. Note that services such as Facebook and Twitter first need to be configured in the Settings app.

Tap on the **Views** button to access Typing and Recents. Note that on iPhone the Options are also reached through the Views button.

The **keyboard** button takes you to the alphabet page. You can also configure this button to go to the Typing view instead (*Options > Interaction*).

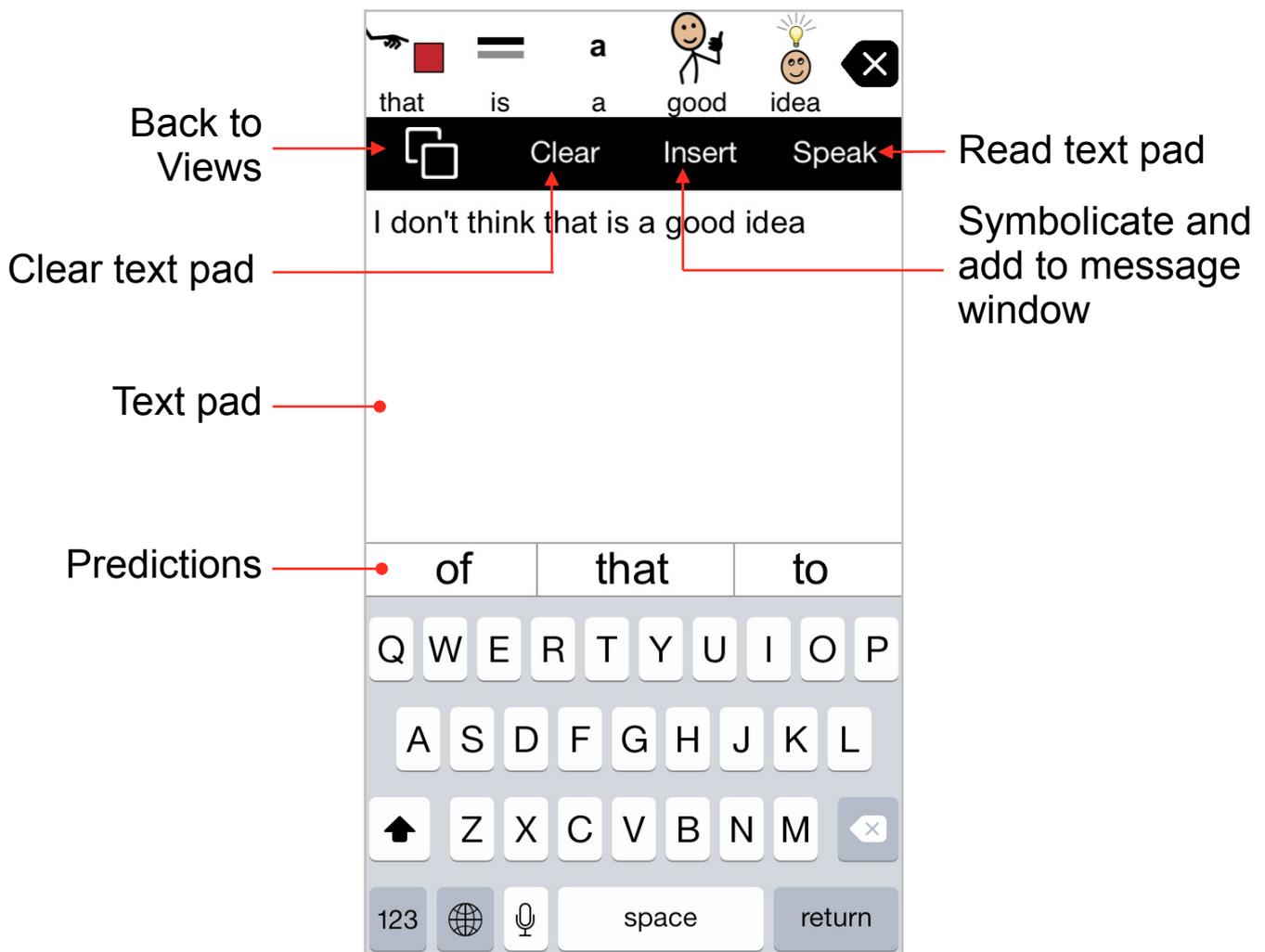
Recents View



The **Recents View** shows all the recent messages you have spoken by tapping the Message Window. You can use the Recents view to repeat messages you constructed previously, or tap the green + button to create a button from the message and save it in the current folder.

Recents stores only messages that have been spoken by tapping the Message Window. Messages that were cleared before they were spoken are not stored in Recents. Recents can be cleared by going to *Options > Privacy*.

Typing View



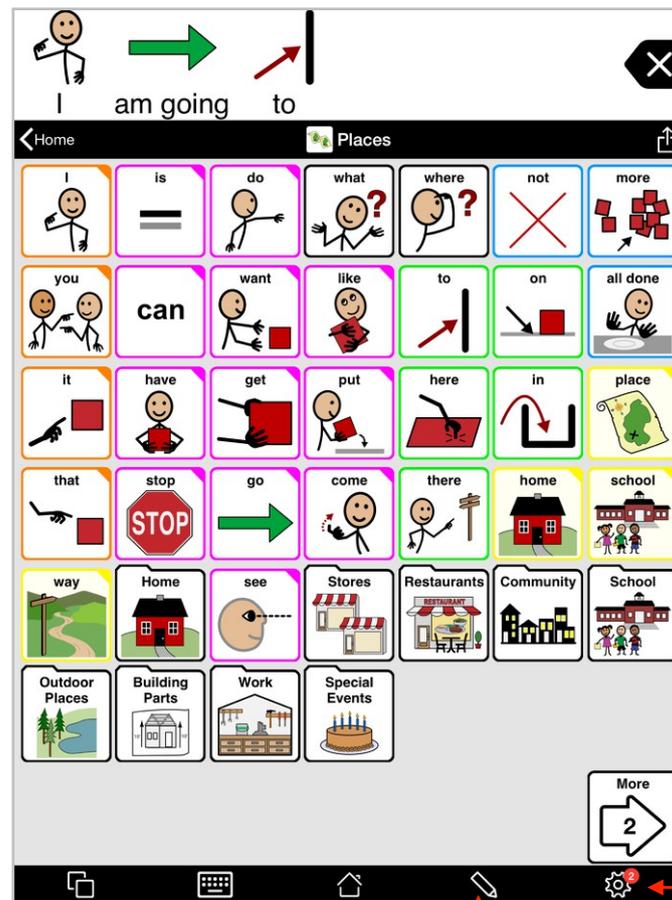
The **text pad** is for typing. The font, size and color of the text can be customized (*Options > Appearance > Typing View*).

Word prediction can significantly reduce the number of keystrokes needed to write a message, and can help support beginning spellers. Touch and hold any prediction to hear it spoken aloud. Go to Options to configure the word prediction (*Options > Prediction*).

Use **Insert** to insert the written text in the Message Window and add symbols to it to support comprehension.

Speak reads the text pad. Alternatively, text can be read automatically after typing words, sentences, or paragraphs (*Options > Speech and Language > Speak As You Type*).

Editing at multiple levels



Options

Edit Mode

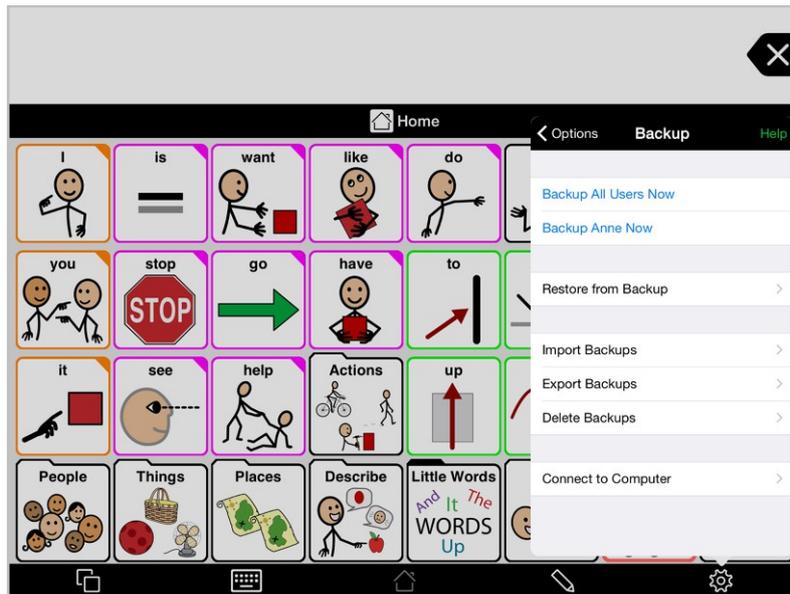
Proloquo2Go provides a wide range of options that allow users to control the appearance of folders and buttons in detail. To make it really easy to customize the appearance for individual needs, many appearance properties can be set at multiple levels depending on the effect that you want to achieve. Properties can be customized at user level, at folder level and at button level.

Any properties that are set in the **Options** (user level) apply to all folders and buttons of the vocabulary, apart from those for which a property is overridden at folder or button level.

In **Edit Mode** you can customize properties at folder level and at button level. Any properties that are customized in Edit Mode only apply to the selected button(s) or folder(s).

Customizations in both the Options and Edit Mode are user-specific, so will not affect the vocabularies of other users within the same app.

Protecting your data



To make sure you do not lose any of your customizations, it is of utmost importance to make backups regularly.

Proloquo2Go makes internal backups automatically, however, these are stored within the app. When accidentally removing the app from your device these backups are also lost.

It is possible to prevent the deletion of apps. To activate this feature, on your device go to the Settings app and then go to *General > Restrictions > Enable Restrictions*. Now create a four digit passcode and enter it again when prompted. Then toggle **Deleting Apps** to OFF.

We strongly recommend that you turn off the ability to delete apps to protect your Proloquo2Go customizations. However, customizations will still be lost if your device breaks down or is lost.

To prevent this from happening, make sure you make backups regularly and save them somewhere safe on your computer or in Dropbox.

For detailed instructions go to www.assistiveware.com/support

Working with the vocabulary

What are core words?

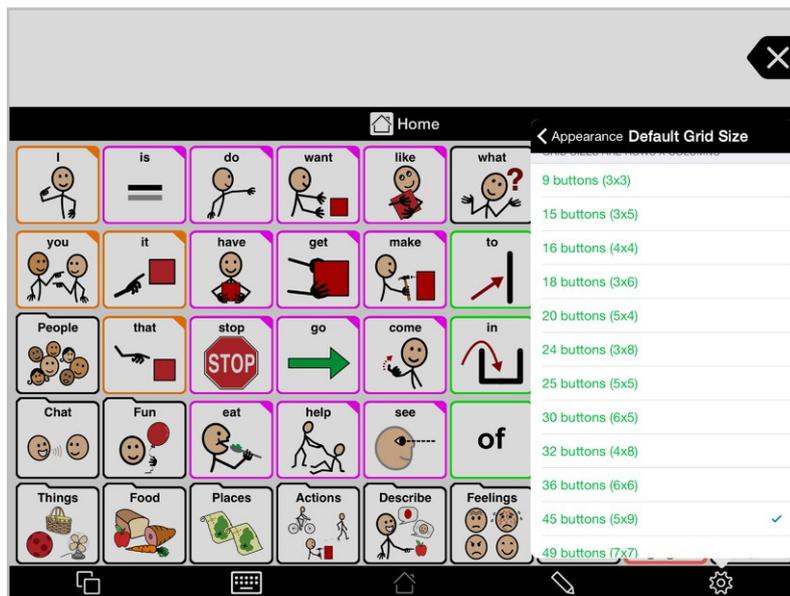


Core words are words that are used most frequently in conversation and writing. Research has shown that a small number of core words such as “I”, “you”, “want”, “it” make up the majority of what we say or write. Proloquo2Go’s Intermediate Core and Advanced Core vocabulary levels provide home pages with quick access to these core words, so users can quickly produce complete sentences.

Core words alone are not sufficient for specific and detailed communication. For that, less frequently used words such as “cat”, “octopus”, “sleepy”, and “gold” are needed. These are called fringe words. Some fringe words are used frequently - for example, friend and family names, favorite foods and places, and frequently used social phrases such as “How are you?” Such words can be thought of as “personal core”. Other fringe words are used much less frequently, but are very useful for talking about new topics, participating in school, or expanding expressive vocabulary. For example, “octopus”, “Bermuda”, and “depressed” are not words many people use every day, but it is important to have access to them when needed.

Proloquo2Go’s Core Word vocabulary levels use the concepts of core and fringe words. Core words are shown on the “home page”, arranged by grammatical category. The borders of the buttons are color coded, helping to draw the user’s eye to the appropriate area of the page to find words as they are needed. At the bottom “fringe” of the home page, folder-shaped buttons provide access to fringe vocabulary, organized by category (e.g. people, feelings, places, food, etc.).

Customizing the vocabulary



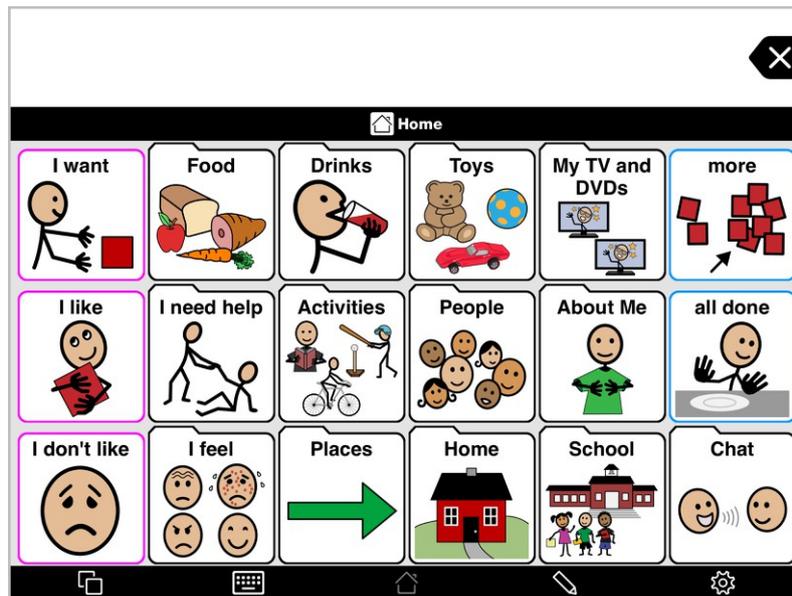
Choosing a grid size

The smaller the grid size, the larger the buttons are for physical access and for visual processing. However, having more buttons per page reduces the need to navigate to find additional words. When deciding which grid size to choose, you need to consider what size of button the user can select accurately most of the time. To allow access to smaller buttons, you might consider:

- Increasing the space between buttons (see *Options > Appearance: View > Advanced Options > Button Spacing*)
- Adjusting the amount of time the user needs to be touching a button before it is selected (see *Options > Access Method > Hold Duration*)
- Using Select on Release (see *Options > Access Method > Select on Release*). This will allow the user to move a finger over the screen towards the desired button while multiple fingers on the screen are ignored.

Note that you can always later change the Grid Size (see *Options > Appearance > Default Grid Size*) without losing user modifications (modified and added buttons), but that some re-learning will be required as not all buttons will be in the exact same place.

Customizing for Basic Communication



Find the following folders and add vocabulary that matches the user's needs and interests:

- *People, Places, Activities, etc.:* Add buttons for the things the user will want to communicate about into the appropriate folders.
- *I need help:* This folder should contain messages the user can use to quickly get assistance.
- *About Me:* In this folder you will find some buttons that contain sentences to which you will need to add the appropriate information (name, age, address, etc.)
- *Chat:* Buttons are included in Chat to hold news from home and news from school. Edit these buttons frequently, preferably every day, so that the user always has new information to share.
- *Home:* This folder is provided as a place to put any buttons or folders that would help with home-specific communication.
- *News:* This folder contains buttons for home and school news. Edit the news buttons frequently, preferably every day, so that the user always has new information to share. In grid sizes 5x4 and smaller, these news buttons can be found in the Chat folder.

Customizing for Intermediate and Advanced Core



For core word users, there are additional considerations when selecting a grid size. The user will benefit from keeping the location of buttons constant as he or she learns new vocabulary.

Some users may only be ready for a smaller number of words when they start using a core word vocabulary, but as they learn to use the vocabulary, they will quickly be able to handle more words on the page. At the same time, they benefit from having the vocabulary they already know stay in the same locations.

For example, the user may be able to physically access the buttons on an 8x8 grid size, but not be ready to use 64 buttons on a single screen due to limited language or visual processing skills. You can start with an 8x8 grid size, and hide more advanced buttons to show only the 16 buttons that are available in a 4x4 grid size. As the user gains language and visual skills, you can gradually unhide buttons to give the user access to more language. Alternatively you can gradually increase the grid size without losing customizations, but this will lead to some re-learning as buttons will move slightly between grid sizes.

Once you have selected the grid size to use, you can begin to customize the content of the vocabulary. If you can't find a folder in the list below on the home page, tap the More button on the home page to see the folders on the Secondary level.

Each folder has three levels: Primary, Secondary and Storage. You can learn more about this VocaPriority™ system elsewhere in the manual, but the main idea is to put the most frequently used words at the Primary level of the page, less frequently used words on the Secondary level and unused words in Storage, where they are hidden except when editing the page.

- *About Me*: This is found inside the Chat folder, and should be customized with the user's personal information (name, address, phone number, age, etc.)

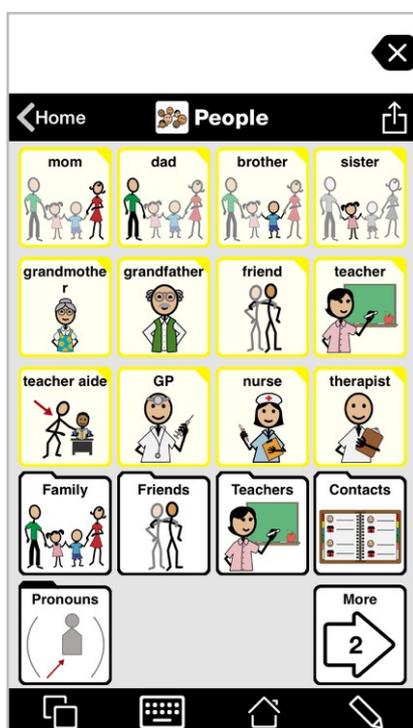
- *Family, Friends, Teachers, and Health care providers*: These folders are found in the People folder, and should be personalized as necessary with the names (and if available, photos) of the actual people.
- *Help*: This folder should contain messages the user can use to quickly get assistance.
- *Food*: For each subfolder in Food, move foods the user is most likely to talk about to the Primary level and move other foods to Secondary or Storage.
- *Clothing*: Make sure any item of clothing that would never be of interest to a user, is not needed in the user's climate, or is culturally inappropriate, is moved to Storage. Move buttons for clothing that is more appropriate from Secondary or Storage to Primary as needed.
- *Fun*: In each subcategory, make sure that buttons the user is most interested in are on the Primary level, and those of little interest are moved to Secondary or Storage. In Sports and TV Shows, consider finding photos on line of favorite famous people who belong in these categories.

In *Sports*, there are folders specific to particular sports. Some of the most popular sports are on the Primary level, while folders for other sports can be found on the Secondary or Storage levels. Move these folders as needed to make sure that sports and teams that your user wants to talk about are readily available.

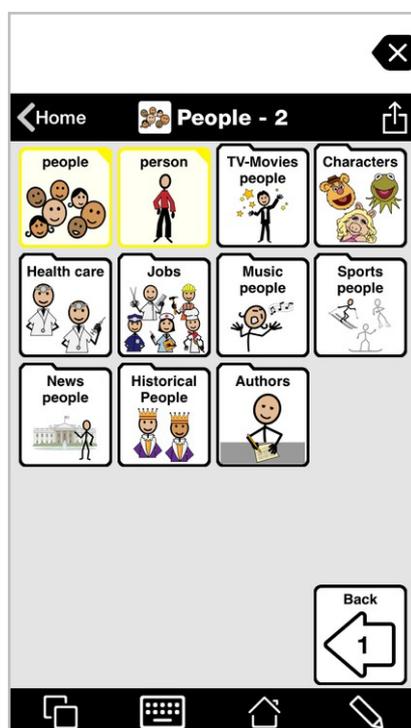
- *Personal care, Adaptive Equipment*: Move buttons as needed to customize the Primary level of this folder to reflect the user's needs.
- *School*: This folder can be found on the Secondary level of the main page. It contains folders that may be useful as part of a school curriculum. It is recommended that this folder be customized in consultation with the user's teacher.

Personalizing the vocabulary using VocaPriority™

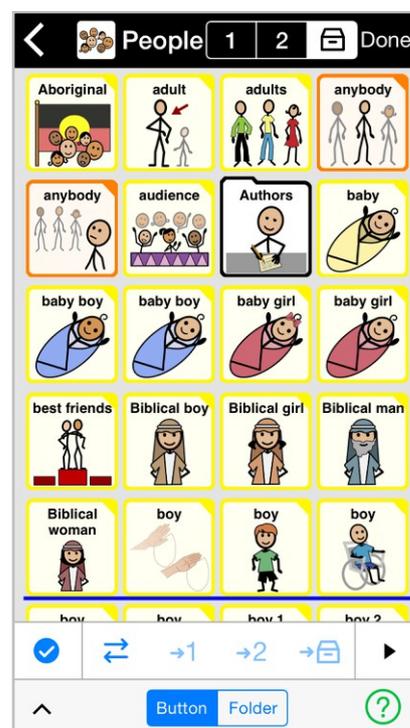
Primary level



Secondary level



Storage (in Edit Mode)



Intermediate and Advanced Core vocabulary levels provide quick access to core words that research shows make up about 80 - 90% of the words most people use. These words are located on the Home page. However, the choice of words to show in the fringe folders (such as people, food, places) will vary from one person to another. Using VocaPriority you can easily customize the user's vocabulary without having to create or delete buttons.

VocaPriority divides words into three levels:

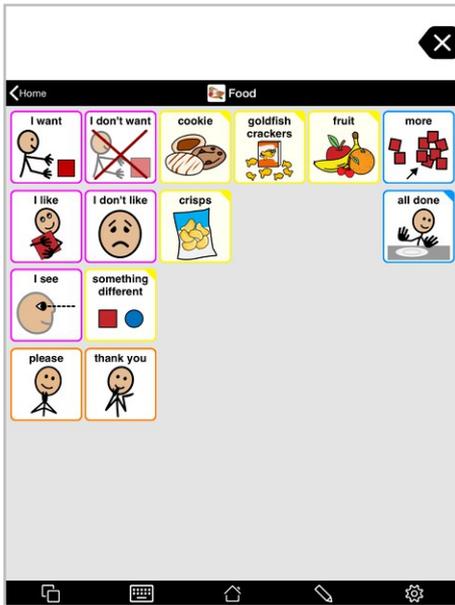
- **Primary level** contains words that are used often
- **Secondary level** contains words that are used sometimes
- **Storage** contains words that are unlikely to be used

Words in primary level are always visible, words in the secondary level are accessible to the user by pressing a More button, while words in storage are hidden from the AAC user but are accessible in Edit Mode.

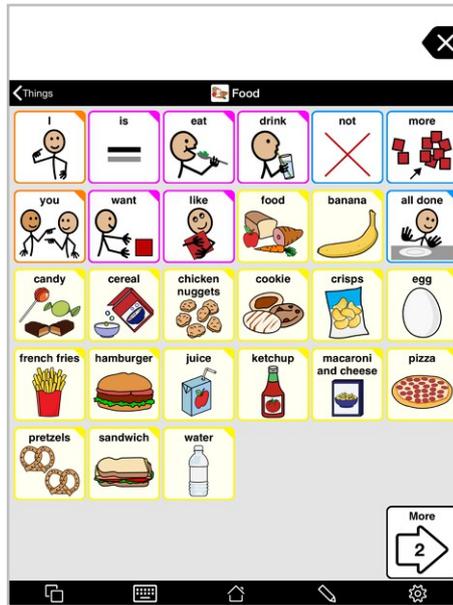
We have pre-populated the priority levels for the majority of fringe folders. The Intermediate Core and Advanced Core provide a vocabulary of 12,000 unique buttons of which 3,000 are located on primary level, 1,750 on secondary level and 7,250 are located in storage. To customize the fringe folders simply go into Edit Mode and promote and demote buttons from one level to another, using the **Move to Primary**, **Move to Secondary** or **Move to Storage** buttons (see Edit Mode later in this manual).

Progressing through vocabulary levels

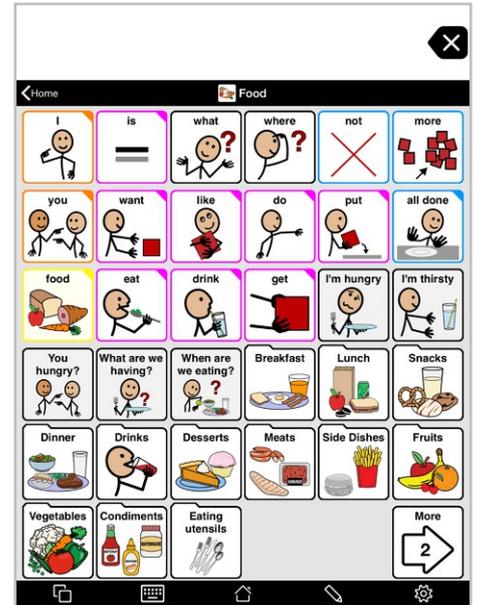
Basic Communication
Food folder



Intermediate Core
Food folder



Advanced Core
Food folder

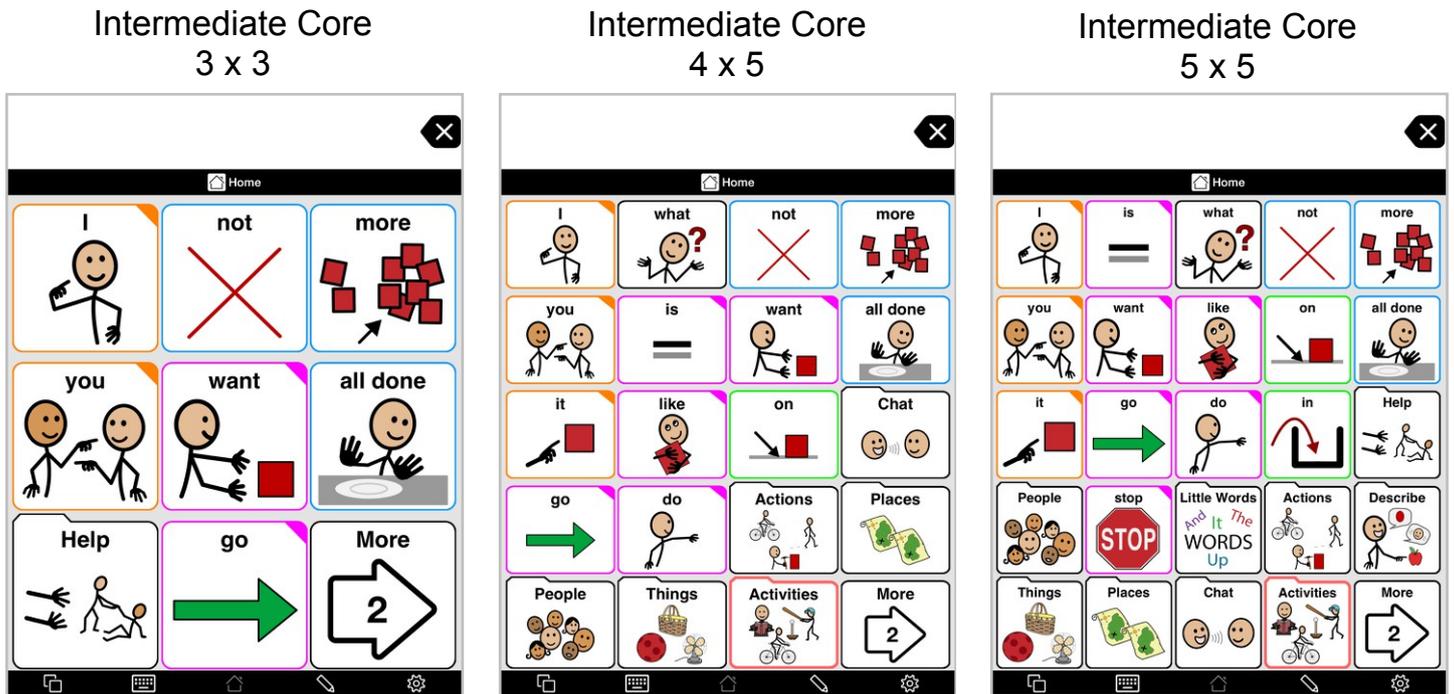


While some users may need to start in the Basic Communication vocabulary level, this level does not lend itself to language development beyond simple requests. In order to move beyond requesting, most users will need the features that Intermediate or Advanced Core offer. If you started out with Basic Communication, you have probably added and moved buttons to customize certain folders to better meet the user's communication needs. You will be able to use these customizations when you move the user up to Intermediate or Advanced Core. In the table below you can find the folders and any buttons you may have added.

For those buttons that are in the same location, there is nothing you need to do when moving from the Basic Communication level to the Intermediate or Advanced Core levels. The buttons located in Storage you can access by going into Edit Mode and moving the buttons from storage to primary or secondary using the VocaPriority™ system. You may find you don't need the buttons you created if equivalent buttons are already in the Intermediate or Advanced Core folder or a subfolder.

Basic Communication Folder Name	Intermediate or Advanced Core Folder Path	Where to find buttons added in Basic Communication
About Me	Chat > About Me	Same location
My TV and DVDs	Fun > Shows	Same location
My News	Chat > News	Same location
Help	Help	Same location
I need help > My Body	Help > My Body	Same location
Chat	Chat	Same location
My Rules	School > My Rules	Same location
Home	Home (secondary)	Same location
People	People	Storage
Feelings	Describing > Feelings	Storage
Food	Things > Food	Storage
Drinks	Things > Food > Drinks	Storage
Toys	Fun > Toys, Things > Toys	Storage
Computers	Things > Computers, Fun > Computers	Storage
Games	Fun > Play Games > Games	Storage
Questions	Questions	Storage
Activities	Fun > Leisure Activities	Storage
Calendar	School > Calendar, Time > Calendar	Storage
Describe	Describing	Storage
Places	Places	Storage
School	School	Storage
Clues	Clues	Storage

Progressing through Core Words



It is important to support progression and growth in a user's language skills. As a user builds new receptive and expressive language skills, he or she will need access to more vocabulary. **Intermediate Core** and **Advanced Core** have been designed to grow with the user, offering more vocabulary as the user is able to take advantage of it. This can be done in one of two ways - by increasing the number of buttons per page, or by starting out with a larger grid size than needed and hiding more advanced buttons until they are needed.

1. Progressing by hiding and revealing buttons

Most users benefit significantly from having previously learned buttons stay in the same place while new buttons are added around them. This minimizes the new learning needed as the user progresses in vocabulary size.

1. Determine the smallest size button your user can access by setting the grid size on a page progressively higher on a page and having the user attempt to visually find and accurately target buttons throughout the page. Call this grid size the *target grid size*. To change the grid size, go to *Options > Appearance: View > Default Grid Size*.
2. Determine the grid size that most closely matches the user's current language skills. This can be difficult to do in practice. Remember that you not only need to have words the user already knows, but words he does not yet know but that you are modeling so he can learn them. Call this grid size the *starting grid size*.
3. Set the grid size to the *starting grid size* and go to the home page. Take a screen shot of the home page so you will know what words and folders are present on the home page for this grid size. You may want to print out this screenshot or send it to your computer so

you can see the screenshot while you're making changes to the home page at the *target grid size*.

4. Set the grid size to the *target grid size*.
5. Go into Edit Mode. Select all **regular buttons** that do NOT appear on screenshot you have of the home page at the *starting grid size*. In the left edit panel, scroll down to the Visibility row. Tap that row and select **Hidden**. All these buttons will now appear dimmed (in Edit Mode), and will be invisible when you leave Edit Mode.
6. Now find the **folder buttons** that do NOT appear on the screenshot of the home page at the "starting grid size." You have three choices in how to handle these. If you think the user can benefit from having these folders visible at the primary level of the home page, you can leave them visible. If you think the user would have greater benefit from fewer buttons on the screen at one time, you can move these buttons to the secondary level. If you think it is best for the user to not have access to this folder at this point, you can hide the folder button. You don't have to do the same thing with all the folders; you can make this decision on a folder-by-folder basis.
7. Leave Edit Mode. You'll now see a main page with gaps where buttons have been hidden or folders moved to Secondary. You can gradually reveal buttons and move folders to Primary to support the user's growing language skills. To reveal a button, select it in Edit Mode and change its visibility to **Normal**.

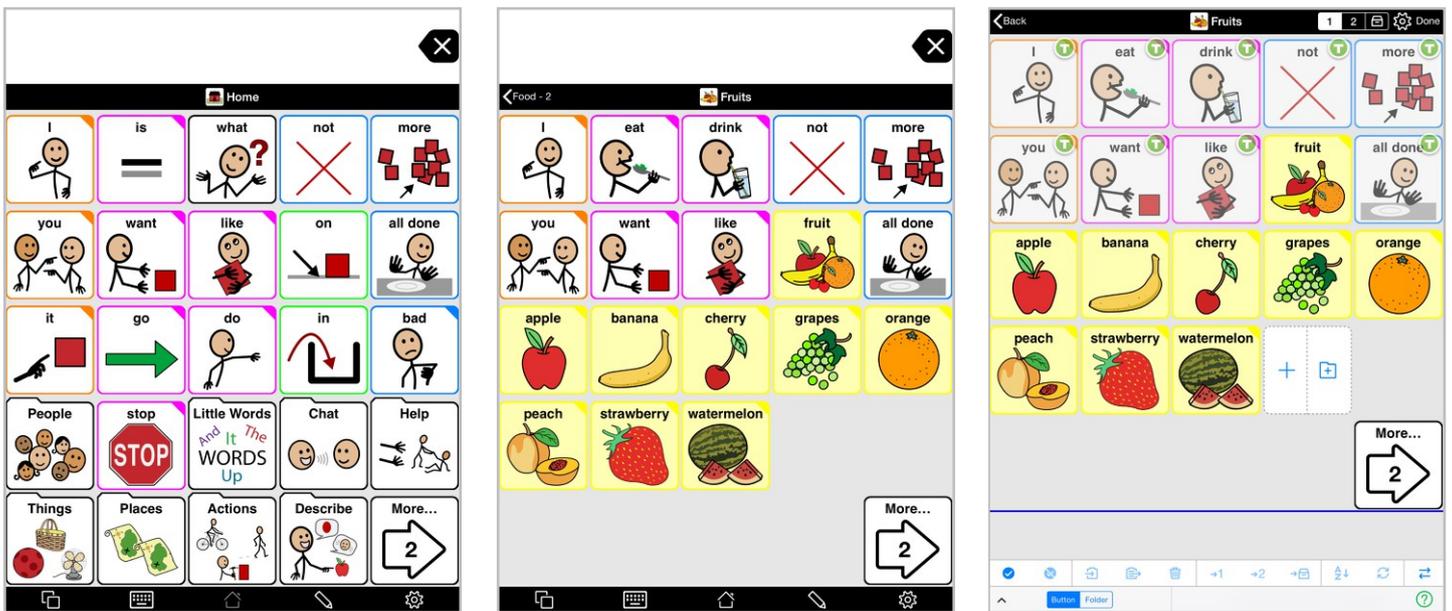
2. Progressing by increasing grid size

Proloquo2Go makes it easy to increase the words available to a user by simply increasing the grid size. Proloquo2Go's built-in Crescendo™ vocabulary is designed so that increasing the grid size results in a layout optimized for that grid size which includes new (core) words at the next level of frequency of use and language development. When the grid size is increased, all fringe vocabulary, including words added for the user, remains available and reflows as needed to accommodate the new grid size. Any extra space on the new grid size is used to provide more core vocabulary to be used to more easily create sentences without needing to leave the fringe page. This process happens automatically, through the use of templates on the fringe pages.

To change the grid size, go to *Options > Appearance: View > Default Grid Size*.

All the buttons from the previous grid size are present on the new one, and every effort has been made to keep the buttons in the same general area in which they were on the smaller grid size. However, the buttons will not be in exactly the same place, and they will also be smaller. Give the user time to adjust to this change. You may want to take a screen shot of the home page at the previous grid size and print it out, then use it to conduct a tour or treasure hunt, where you and the user find where all the buttons have moved to on the new page. If slightly displaced buttons are a significant issue for the user, consider using the hiding and revealing buttons method described above instead.

Introduction to Templates



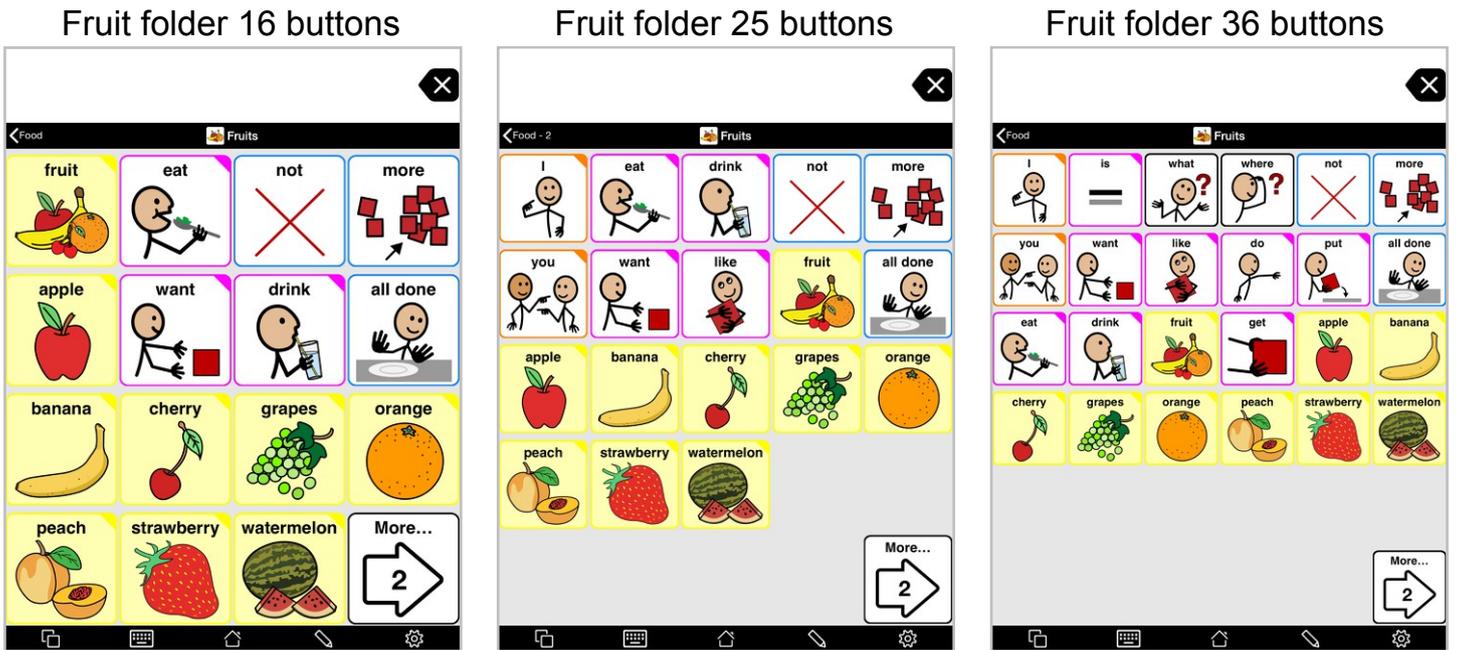
Proloquo2Go 4 introduces the concept of templates. Templates provide access to core words in consistent locations throughout the vocabulary. Using these templates insures that every folder has core words combine with fringe words in each folder to make simple sentences. This supports learning through motor planning - it is easier for the user to find commonly used buttons because they are always in the same place.

The templates included in the Crescendo™ vocabulary were designed to match the home page at each grid size as closely as possible. That means that any word that appears at a particular grid size on both the home page and a template will be in the same place. For example, in the screenshots above for Advanced Core vocabulary level at the 5x5 grid size, the words I, not, more, you, want, like, and “all done” appear in the same locations for the home page and the Food template (seen here on the Fruits folder). Note that the words eat and drink do not appear on the home page, but do appear on the Food template (in place of the words is and what, which don’t appear on the Food template at the 5x5 grid size).

Except the home folder and a few folders such “Colors”, all folders in the Crescendo vocabulary use a template. The specific template used varies depending on the category of words a folder contains. Each template is designed to show words that are commonly used to talk about a particular category of things. For example, you need different words to talk about people versus food. What you see in Use Mode when you look at a folder is a combination of buttons belonging to the template and buttons belonging to the folder itself. In Edit Mode you can clearly see this distinction because the template buttons are slightly dimmed and have a T badge while the regular buttons are not dimmed. You can only edit the buttons belonging to the folder, not the buttons belonging to the template.

If necessary templates can be edited. To prevent accidental edits the template editor is not accessible from Edit mode but from the Vocabulary section of the Options. Note that the templates are “live”. That means that if you make a change to a template, all folders that use that template will automatically reflect that change.

Templates and Grid Sizes

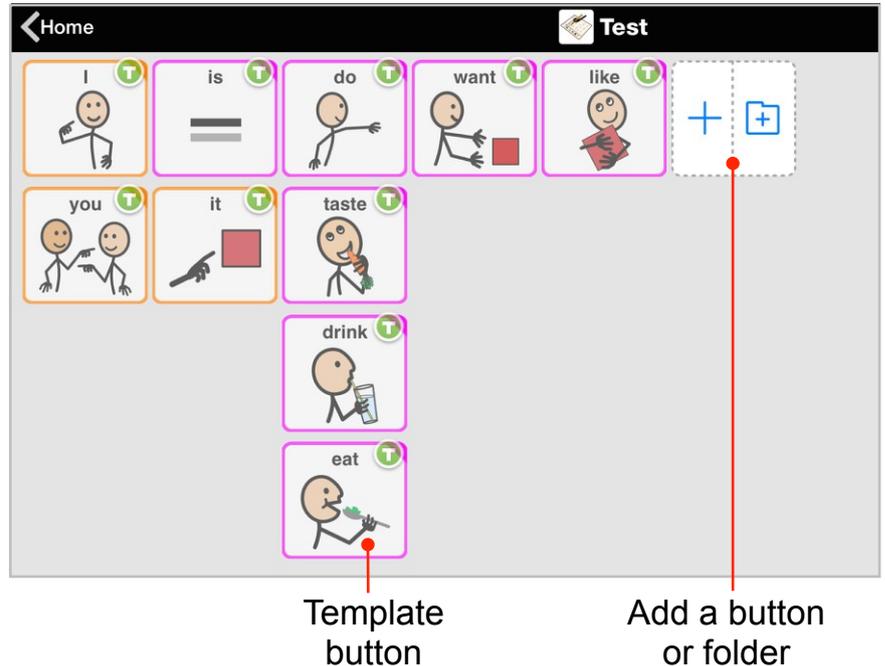


For most folders the content buttons are shared across all grid sizes making it really easy to transition the user from one grid size to another without losing customizations. What does change when you change the grid size is the number of buttons on the template. As you increase the grid size the amount of language available to talk about the words specific to the folder increases. This happens because each template has been optimized for all supported grid sizes.

Consistent Fringe Pages with Core Templates

A new folder in Edit Mode

NOUNS
Food Used by 15 folders
People Used by 22 folders
Places Used by 19 folders
Things Used by 34 folders
Time Used by 5 folders
SITUATIONAL
Leisure Used by 23 folders
Phrases Used by 7 folders
Religion Used by 5 folders
School

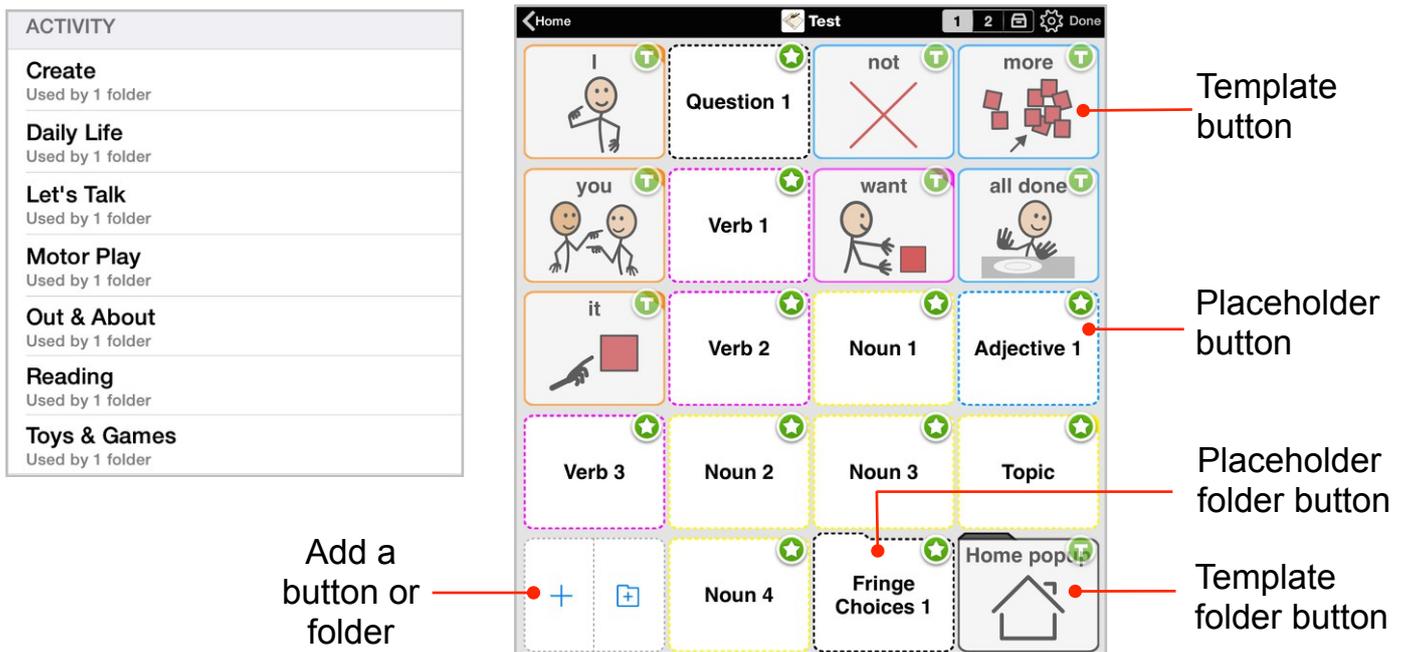


A **Template** is a folder that contains buttons laid out in a consistent way, so that the same buttons can be found in the same place in all folders using that template. This supports motor-planning making it is easier for the user to find commonly used buttons because they are always in the same place.

We have created several templates for fringe folders which will save you a lot of time. If you're creating a fringe page, like a page for foods or friends, pick a template from the **Nouns**, **Situational**, or **Grammar** categories. These templates are all based on the Home page, so words that are useful for your fringe category will be included in the template in the same place they are found on the home page (and on any other fringe page that uses one of our templates). Alternatively, use **No Template** to create your own layout manually.

A **Template** contains **Template buttons**. In edit mode, these buttons are dimmed and have a green T in the upper right corner. **Template buttons** can only be moved or changed by editing the template itself. Buttons that you add to your folder will flow around the **Template** buttons.

Create Activity Specific Pages with Activity Templates



A frequently used page type for an AAC system is the “activity specific” page. This kind of page contains the vocabulary needed to participate in a specific activity, such as drawing, eating a snack, or playing with a doll. To help the AAC user quickly locate vocabulary on these displays, it is very useful for the layout to be consistent across different activity specific pages. One way to make this easy to do is with templates. Proloquo2Go offers a number of **Activity Templates** that you can use to create consistently laid out activity specific pages.

The **Activity Templates** contain two kinds of buttons. **Template buttons** are used for vocabulary that is useful in multiple activities - things like “I”, “want”, “more”, and “all done.” Because they are part of the template, these buttons are always in the same place for all activities that use the same template. They are typically also positioned such that their location matches the home page. A template button can be a regular button or a **Template folder button** that links to another folder. **Template buttons** can only be moved or changed by editing the template itself.

Placeholder buttons are used for vocabulary or folders that are specific to a particular activity. For example, in a folder that is used for playing with blocks, the words “block”, “big”, and “build” are very useful. Placeholder buttons are put in the template to act as hints for which kinds of vocabulary to put in particular locations. So a placeholder button might have a label “verb 1”, “adjective 1”, or “noun 1”. This is to indicate to the person creating an activity that it is recommended to create a verb or adjective specific to the activity here. A placeholder button can be a regular button or a **Placeholder folder button**. You can use a Placeholder folder button to link to any existing folder or create a new folder just for this activity.

Tap any placeholder button to create a button for your activity page. You can edit the **properties** of your placeholder buttons, but you can’t move them without editing the template itself.

Folder Layout Options

Manual Layout for Each Grid Size
OFF



Manual Layout for Each Grid Size
ON



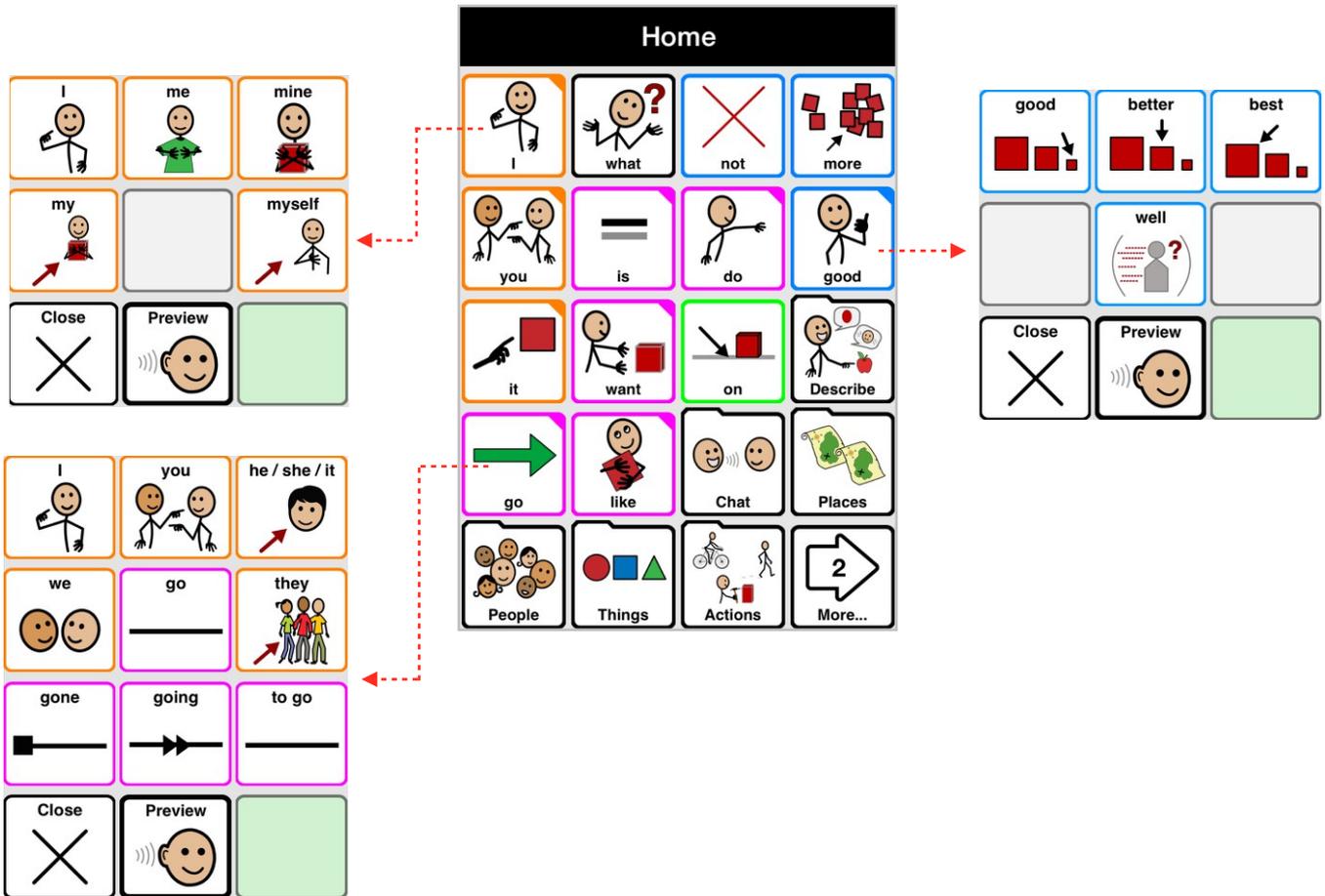
Folders can be organized in two different ways. By default, new buttons are created right after the last button in the folder. When you change from one grid size to another in the same folder, buttons will flow to fill the space available. You don't have control over the exact layout, just the order of the buttons. The great benefit of this approach is that you will have the exact same contents in the exact same order at any grid size while the selection of core word buttons from the template will be automatically adjusted to the available space and appear in a consistent location across folders. With this kind of folder organization all customization work done on one grid size will automatically carry over to other grid sizes making it easy to expand the grid as the user's skills and abilities grow.

If desired, you can have more control over the folder layout by turning ON **Manual Layout for Each Grid Size** in *Edit Mode > Folder Properties > Contents*. In doing so, you will be able to position buttons anywhere you like, leaving gaps between buttons if desired. Additionally, you will be able to place buttons on top of Template buttons. This may be useful when you have created a new folder with a template but want to replace a specific Template button with another button without editing the template and influencing all other folders that use the same template.

Whilst having Manual Layout for Each Grid Size ON, you have to manually customize the layout for each grid size. Any button you add will also appear on other grid sizes, but buttons you delete or move to storage will not automatically disappear on other grid sizes. Buttons you move to primary or secondary level will not automatically move on other grid sizes too. Buttons you reposition will not be automatically repositioned on other grid sizes. In other words, you have a lot of control but also a lot more customization to do if you move between grid sizes.

Grammar Support

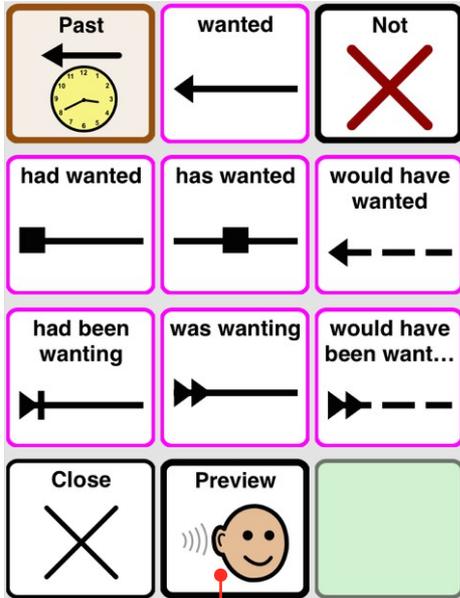
Grammar popups



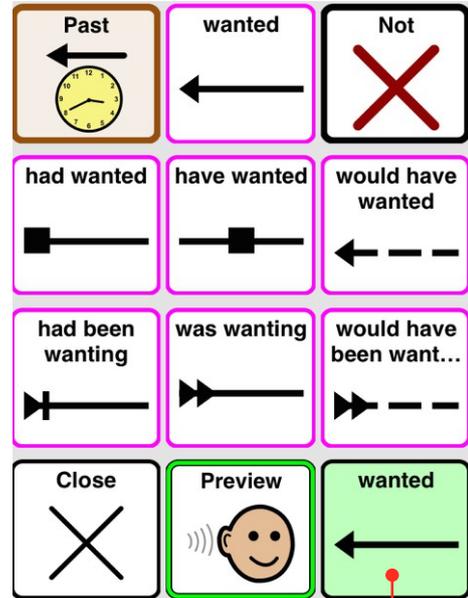
Proloquo2Go provides automatic grammar support for nouns, verbs, pronouns and adjectives. If a button has a colored-in upper right corner, then Proloquo2Go can automatically give you various grammatical forms of the word. To see a popup of the inflections available, touch and hold the button until the popup appears. Then tap the grammatical form you need.

If it is difficult for you to use touch and hold to bring up the popup, you can adjust hold time or switch to a double tap in *Options > Interaction > Buttons : Secondary Trigger*. You can even set popups to open automatically on a single tap in *Options > Interaction > Automatic Navigation : Auto-Open Popups*.

Grammar Preview



Preview Button



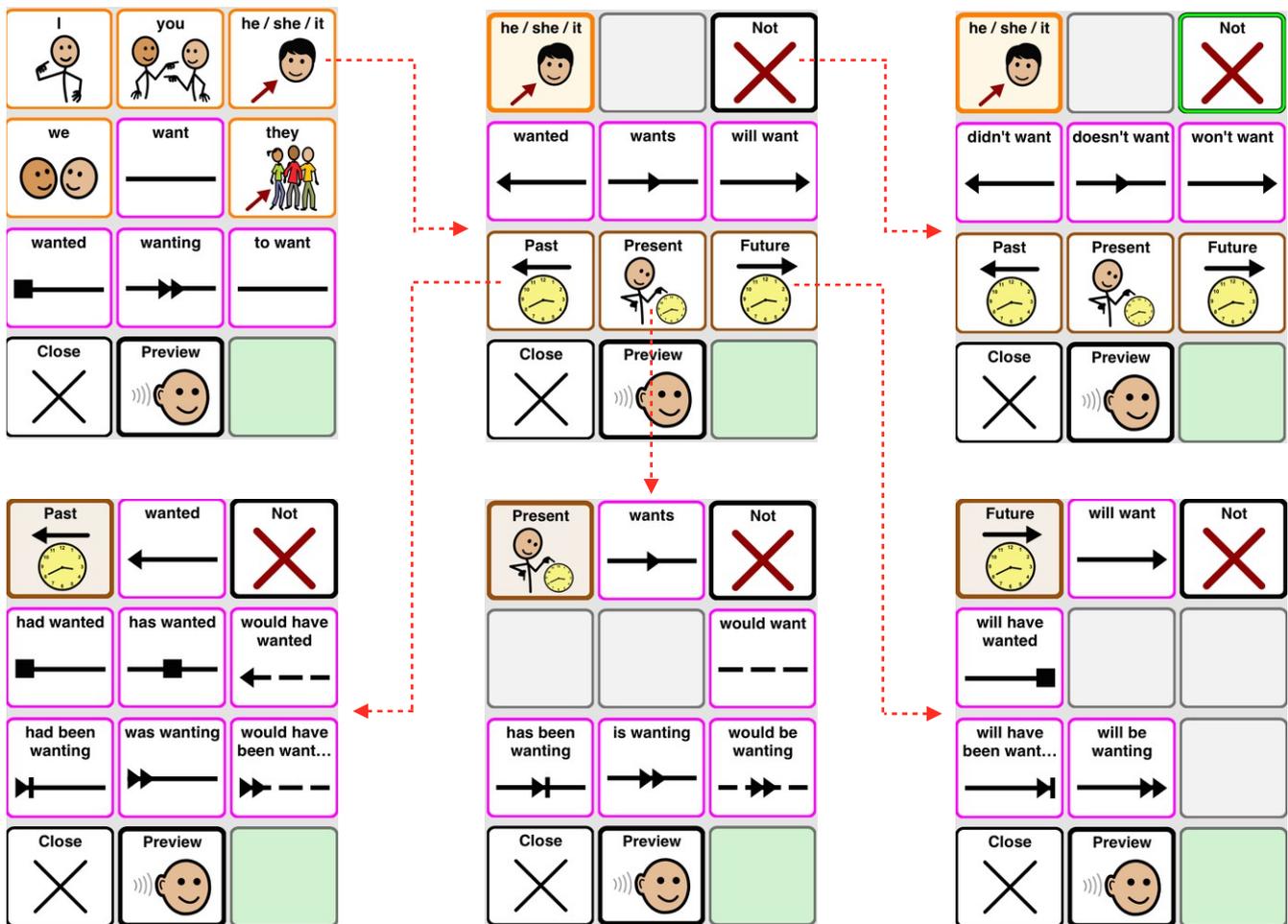
Buffer Button

Many users may not be able to read the labels on the inflection choices to decide which one to choose, but they will know the right one when they hear it. To help with this process, grammar popups have a preview mode.

To enable Preview, tap the **Preview Button**. When Preview is ON, the Preview button's border will be green. Tap it again to turn Preview OFF.

When Preview is on, tapping any inflection choice will say the inflection out loud and put that choice in the **Buffer Button**. You can tap as many inflection choices as many times as you wish until you find the one that sounds right. Then press the Buffer button to put the last inflection you previewed into the Message Window.

Verb Conjugations

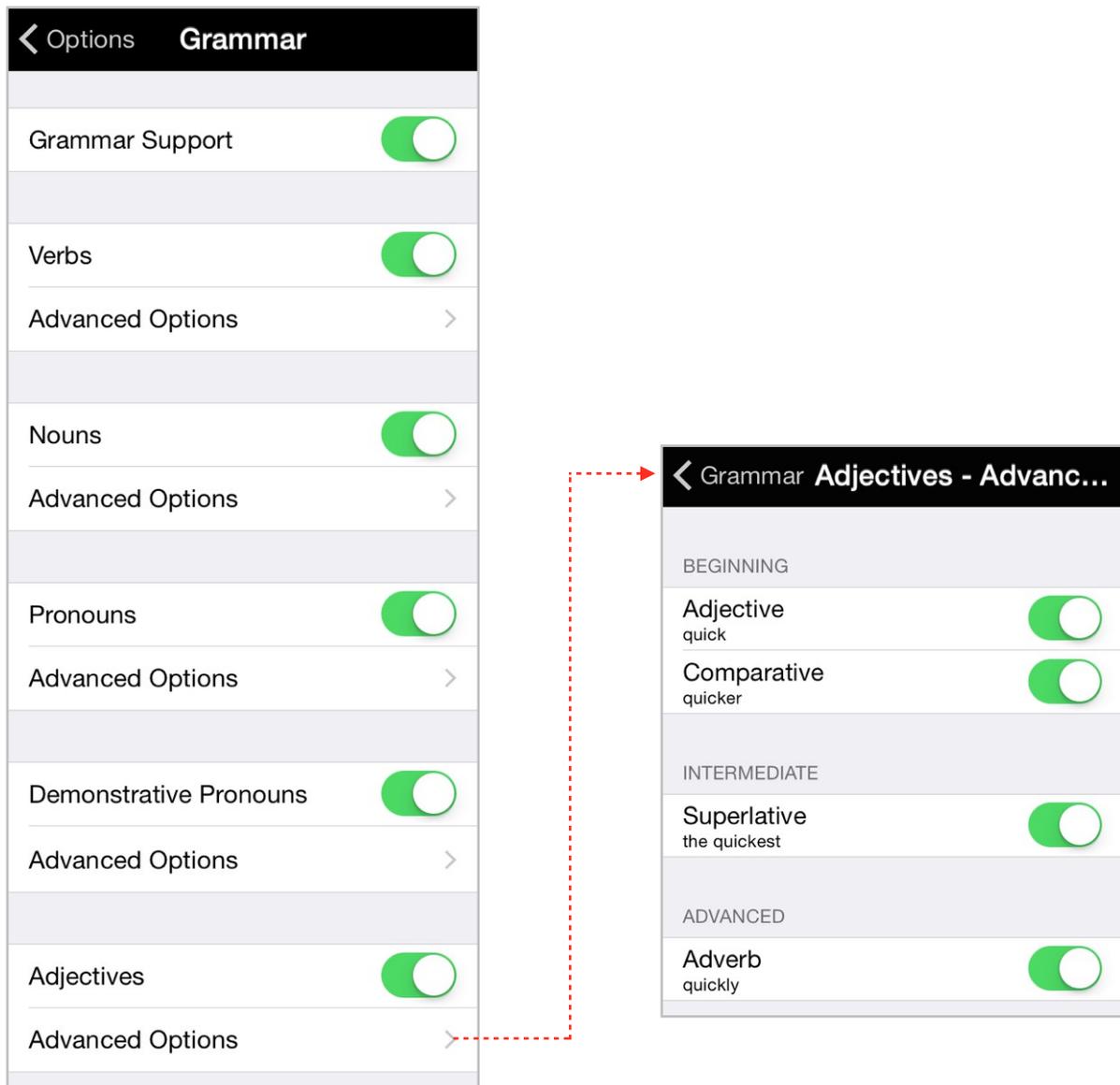


Most languages have many verb conjugations. To give the user access to all the conjugations, verb grammar popups have multiple pages. To know which conjugations to show, Proloquo2Go must know what “person” you want to use (I, you, they, he, etc.) and what time you want (past, present, or future). The first page shows your “person” choices, and some commonly used conjugations that don’t depend on “person”. When you choose the “person” you’ll be taken to the time page. This page shows you simple past, present, and future, and links to pages with more complex forms of past, present, and future.

If you select a pronoun right before you bring up the grammar popup, Proloquo2Go will know which person you want, and will take you directly to the Time page. You can also go back to the person or time page to make a different choice.

You can select the “Not” button to get negative conjugations like “didn’t want” or “won’t be”. The “Not” button toggles ON and OFF. When its border is green, it is ON. Tap it again to turn it OFF.

Customizing Grammar Popups

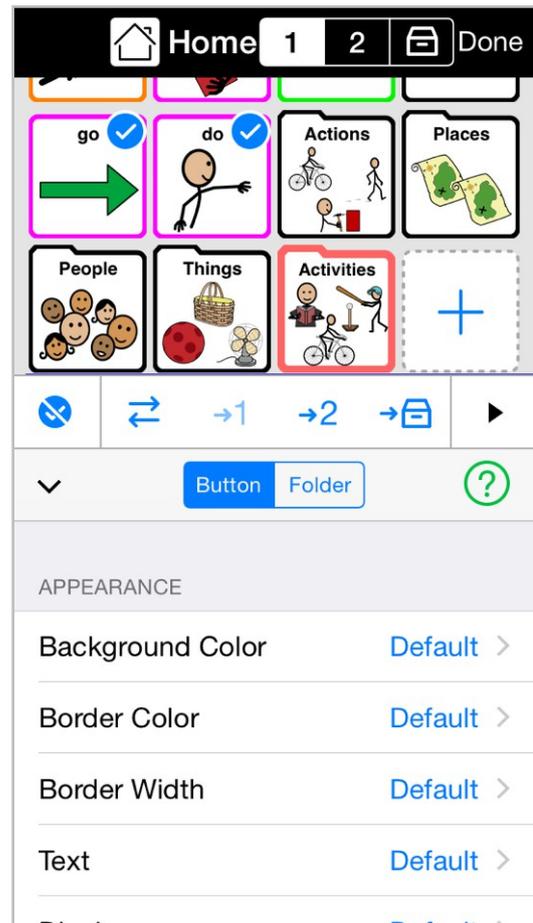
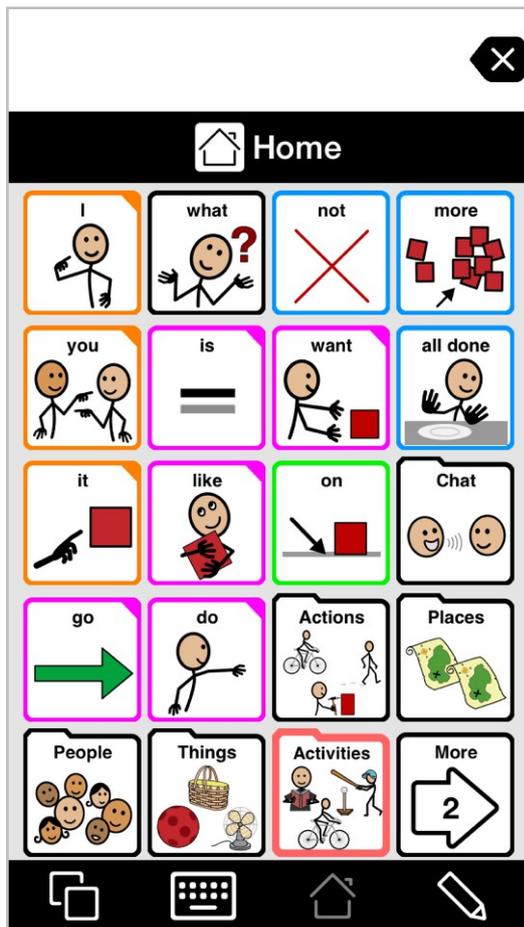


For many users, having all possible inflections of all word kinds available can be overwhelming. To simplify the Grammar Popups, you may want to hide some choices and gradually re-introduce them over time. To do this, go to *Options* > *Grammar* and select language whose grammar popups you want to customize.

You can turn off all **Grammar Support**, turn ON or OFF Grammar Support for a particular word kind, or go into the **Advanced Options** section for a word kind and turn ON or OFF specific inflections. Inflections in Advanced Options are listed in the order that they are acquired by typically developing language learners.

Edit Mode

Edit Mode Basics



To go to **Edit Mode** tap the pencil icon in the bottom toolbar.

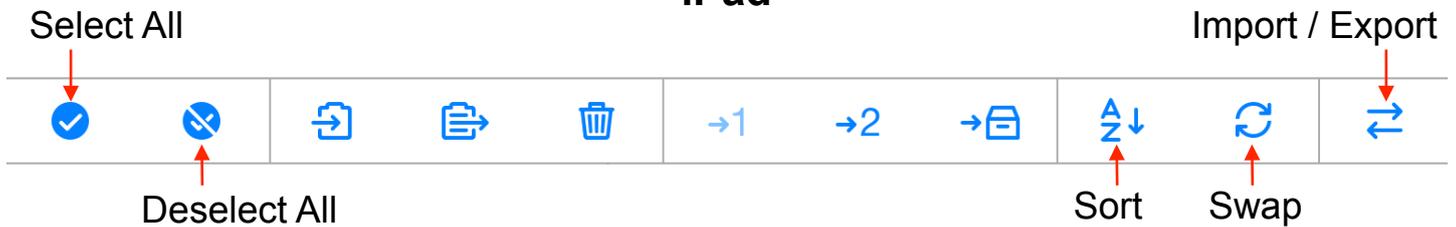
In Edit Mode you can select one or more buttons by tapping on them. A second tap on a button will unselect the button. Once one or more buttons are selected you can change the Button Properties or use any of the **Edit Mode Tools** on the selected button(s).

To navigate to another folder in Edit Mode double-tap the folder.

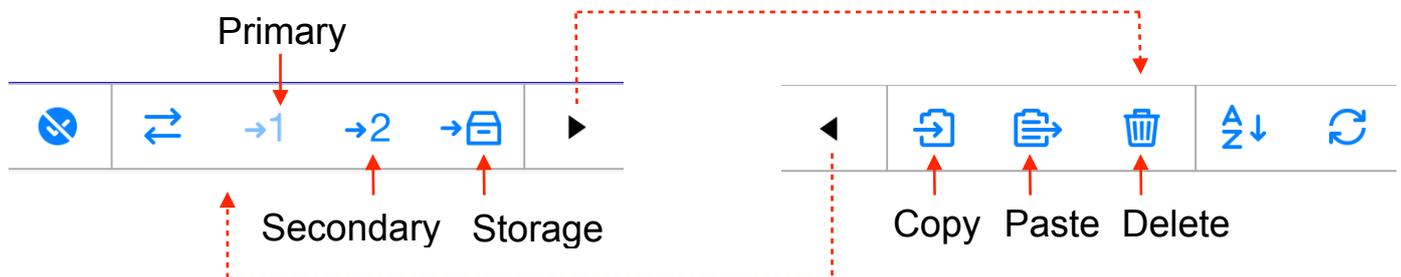
Press the **Done** button in the top right corner to exit Edit Mode.

Edit Mode Tools

iPad



iPhone / iPod touch



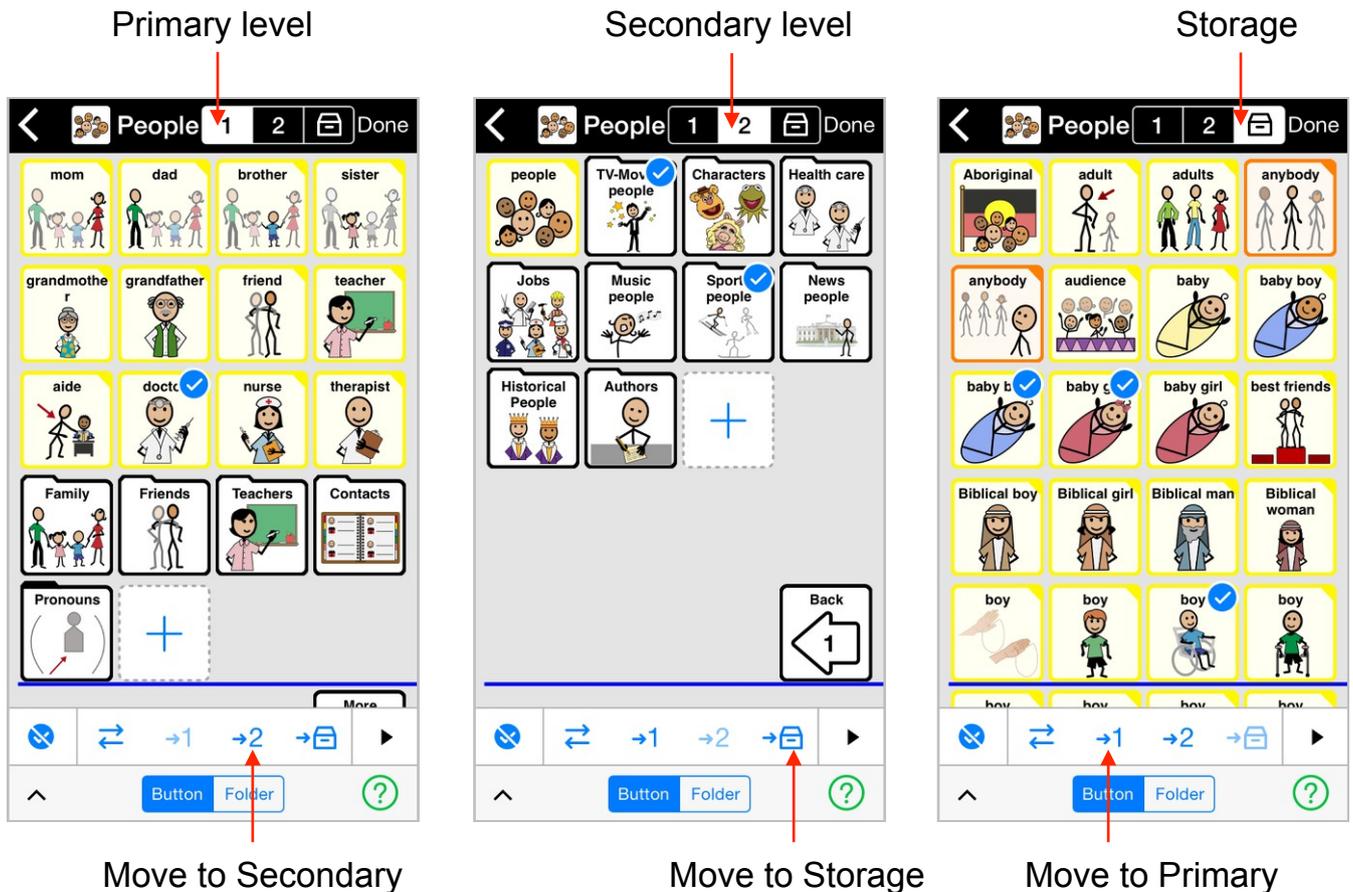
Using the edit tools you can easily customize the vocabulary. Note that buttons and folders (one level down) can be copied between users with **Copy**. To move button(s) and folder(s) between devices, use **Import/Export**.

Use **Move to Primary**, **Move to Secondary** or **Move to Storage** to easily customize the user's vocabulary without having to create or delete buttons. We call this system **VocaPriority™**.

If you want to order certain buttons alphabetically, select those buttons and tap the **Sort** button.

There are three ways to move buttons to a different location on the screen: select two buttons and use the **Swap** button to swap places, hold down on a button until it starts to wiggle and move it on top of another button to swap places, or hold down on a button until it starts to wiggle and move it in between two other buttons to place it there. This last method is not available in folders that were set to "Manual Layout for Each Grid Size" in the Contents section of the folder properties.

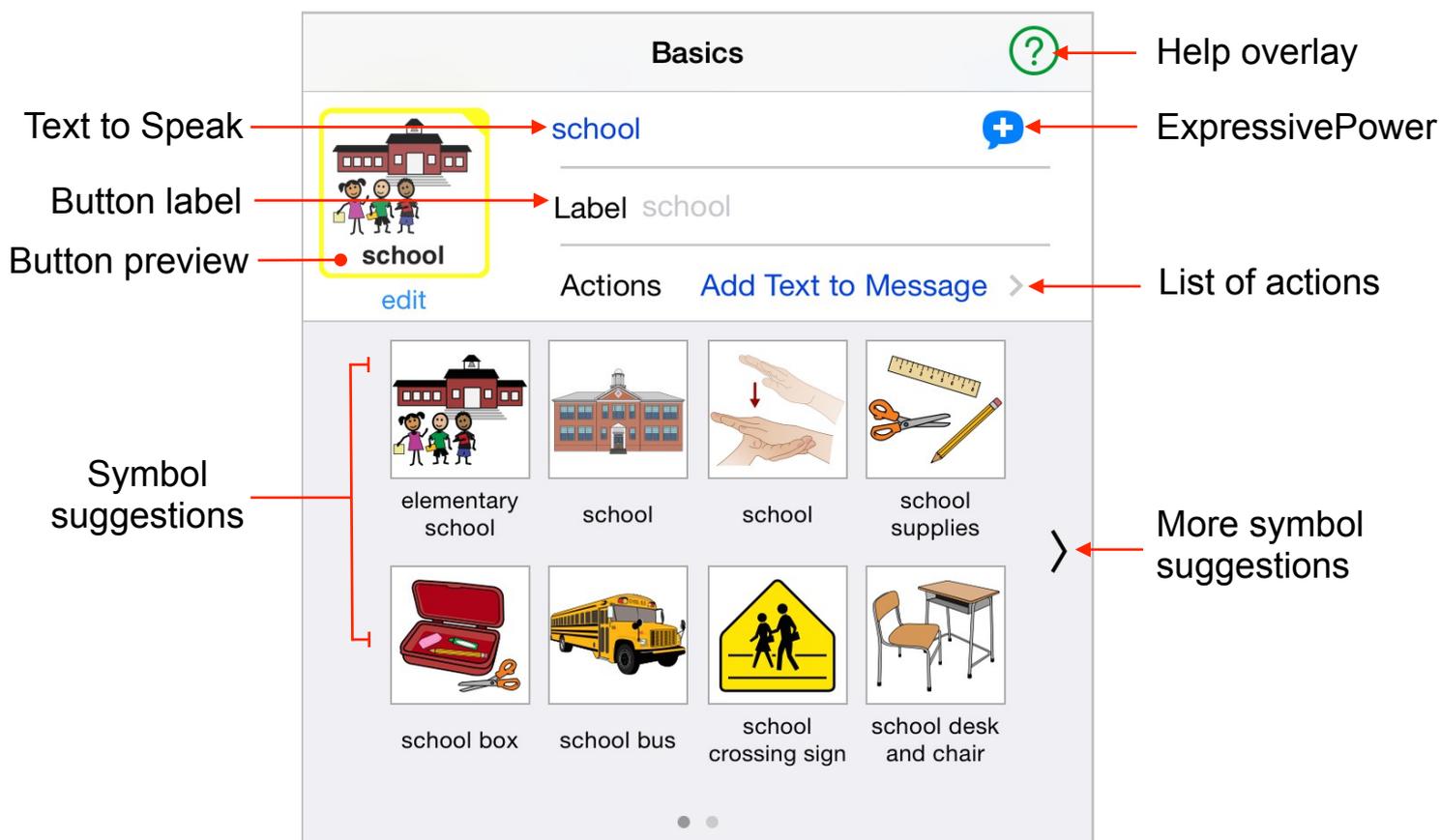
Prioritizing the user's fringe vocabulary



To prioritize the fringe folders to meet the user's preferences, you can move buttons between VocaPriority levels. Tap to select the buttons you want to move, then tap the **Move to Primary**, **Move to Secondary** or **Move to Storage** edit tool to send the selected buttons to another priority level. Put words that are used frequently in Primary, words that are used only occasionally in Secondary, and words that are not used at all into Storage.

Of course, it is still possible to add, delete and edit buttons, but in most cases this is not necessary - always check Storage first before adding a button, as you may find it is already available and just needs to be moved to Primary or Secondary.

Button Basics



The **Text to Speak** field contains the text the button will speak when it is selected. This can be a single word, a sentence or several paragraphs.

You can use sounds and expressions included in the newer voices, as well as macros. **ExpressivePower™** provides sounds, expressions or macros that you can use for the buttons.

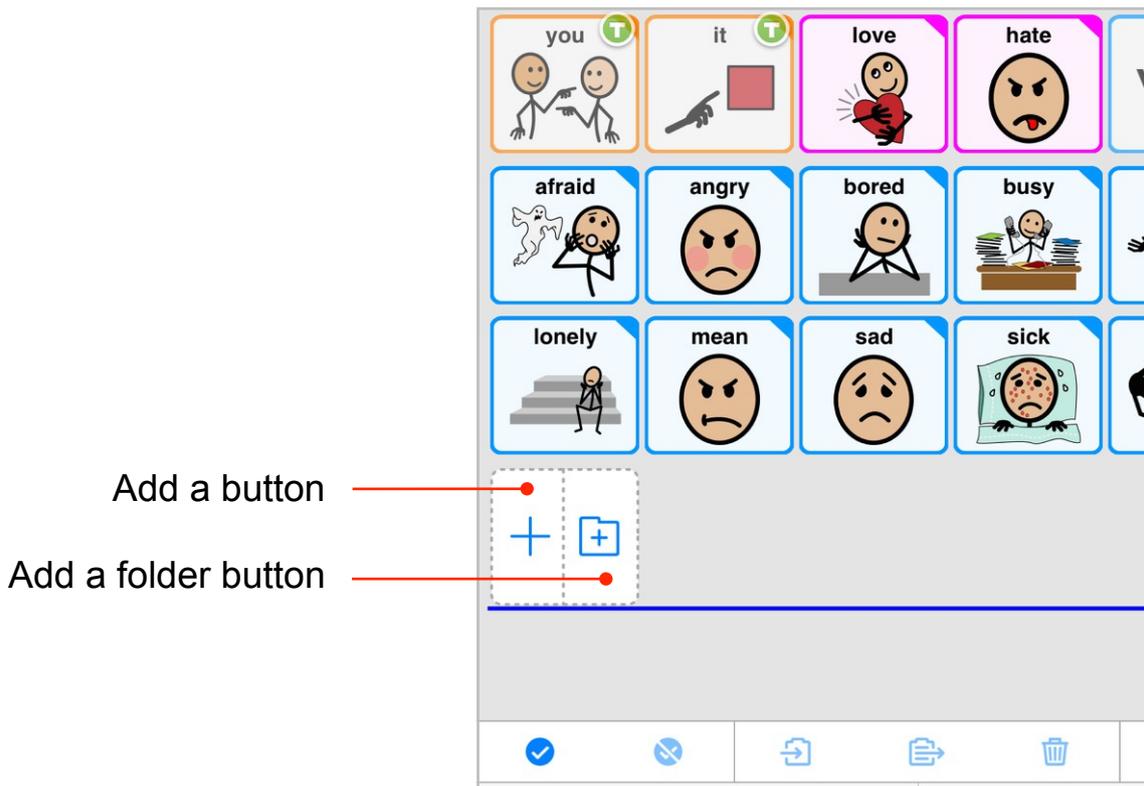
The button label is by default the same as the Text to Speak. You can type a different label in the **Label** field. This is useful when the Text to Speak is too long to fit on the button.

Actions are what the button will do when you tap, double-tap, or tap-and-hold. If the Text to Speak field is not empty, the default action will be to add the Text to Speak to the message.

Proloquo2Go will show **symbol suggestions** you may want to use for your button based on the Text to Speak.

While editing, you can see the button preview. You can choose from 15,000 SymbolStix symbols, use photos from your Photo Library or take a picture using your device's camera.

Adding a button



There are two kinds of buttons that you can add in Proloquo2Go: **buttons** and **folder buttons**.

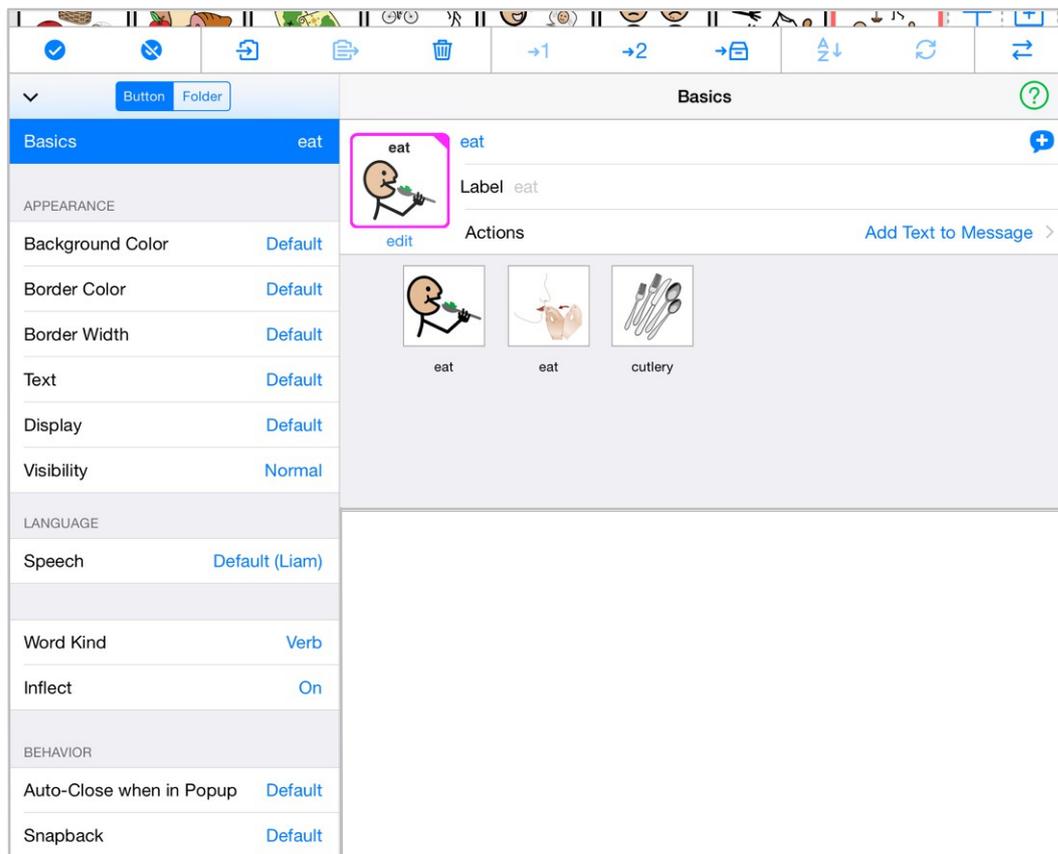
To add a button, go to Edit Mode (the pencil). When you're in Edit Mode, you can add a button by tapping on the new button icon. For grid sizes that are large enough, the new button icon is actually two icons - one for adding a button and one for adding a folder button. For grid sizes where the buttons are too small to show two icons, a single icon with a + is shown. When you tap the + you will be asked if you want to add a button or a folder button.

In most folders, you can only put new buttons after the last button in the folder. However, after you have added the button you can hold down on it until it starts to wiggle and move it to a different position.

In a few folders, namely those that were set to "Manual Layout for Each Grid Size" in the Contents section of the folder properties, you can create a button anywhere on the grid.

After adding a button, you can customize it by using the **Button Properties**.

Button Properties



For each button you can configure the **Basics**, **Appearance**, **Language** and **Behavior** properties. Most of these are self-explanatory, but here are a few tips:

The **Display** property allows you to show the text, the label or both on the button.

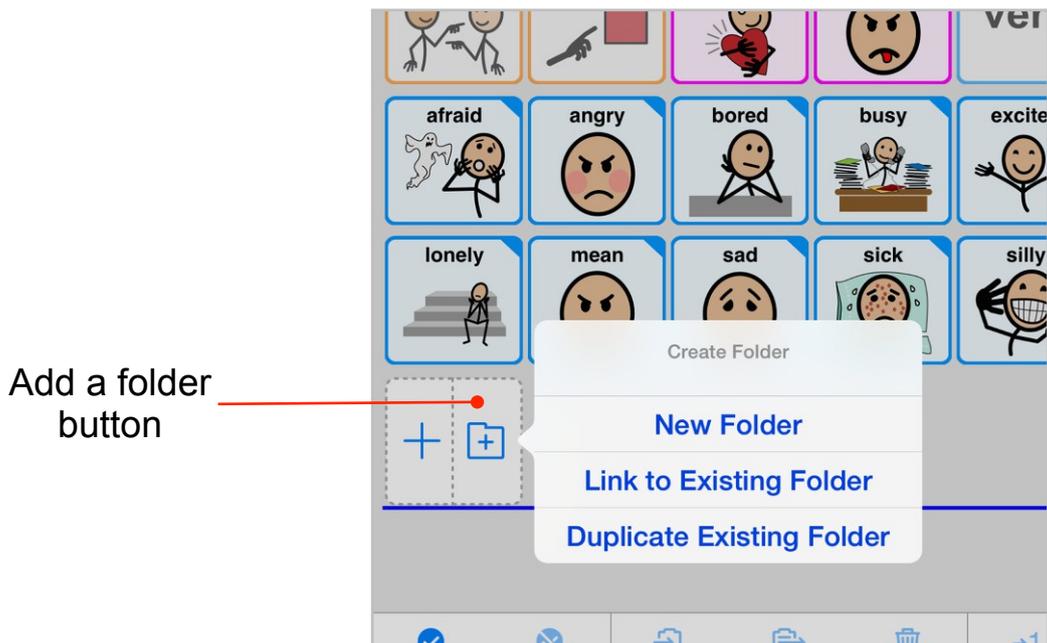
The **Visibility** property allows you to hide or dim buttons. To ensure the user's progress, you can select a grid size with more buttons and hide the buttons that the user is not yet ready for. Later, when the user is ready, you can make the buttons visible again. By dimming buttons you can reach the same goal, depending on the user's preference: some users may find it confusing to see buttons they cannot select, other users prefer to know that something is there and will become available to them later on.

When creating a new button, Proloquo2Go automatically guesses the word kind. For some words, such as "fly", multiple word kinds are correct. Use the **Word Kind** property to manually change the word kind in case Proloquo2Go picks the wrong one.

By using button actions, buttons can also open another folder in a popup. These folders **Auto-close** by default.

With **Snapback** you will automatically return the **Home** page or the **Previous** page after making a selection. Both Snapback and Auto-close when in Popup can be defined on button and folder level in Edit Mode. This setting will then override the user level setting in the Options.

Adding a folder



To add a folder button, go to Edit Mode (the pencil). When you are in Edit Mode, you can add a folder button by tapping on the **new folder icon**. Note that if the buttons are too small to fit separate new button and new folder icons a popover will appear after tapping the new button icon to let you choose whether to add a button or a folder.

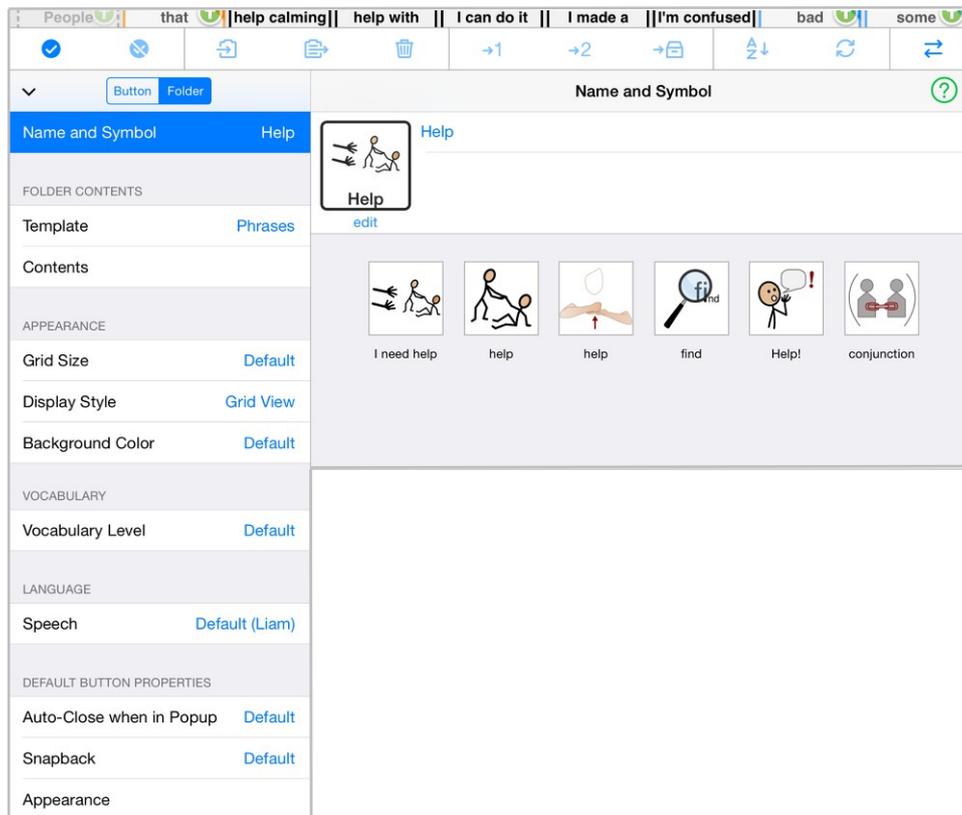
When creating a New Folder you can use a **Template** for your new folder, or choose **No Template** and manually create the layout. After selecting your preferred template, you can add the folder name and image. Turn ON **Open in Popup** if you want the user to have a small set of choices that “pop up” from the current folder and close again as soon as a choice is made.

If you choose **No Template** there is one more choice available in the last step: Manual Layout for Each Grid Size. If this is OFF the same buttons will be available irrespective of the grid size set in Options, and buttons will reflow if needed to fit the grid size. If this is ON, you will be able to position buttons anywhere you want on the grid, but will need to make manual adjustments for each grid size and buttons removed in one grid size will not automatically be removed in other grid sizes.

With **Link to Existing Folder** you can create a folder button that links to a folder that already exists. You will be shown a list of all the folders in the currently vocabulary to choose from.

When you choose **Duplicate Existing Folder** you will make a copy of an existing folder and create a folder button that links to the copy. Note that copies only go one level deep.

Folder Properties



For each folder, you can configure its **Name and Symbol**, **Folder Contents**, **Appearance**, **Vocabulary**, **Language** and **Default Button Properties**. Most of these are self-explanatory, but here are a few tips:

The **Grid Size** allows you to change the number of buttons shown in this folder. With Vocabulary Level you can change the vocabulary level used in this folder. By using different grid sizes and vocabulary levels per folder, you can customize the vocabulary to the user's needs with precision and support gradual growth.

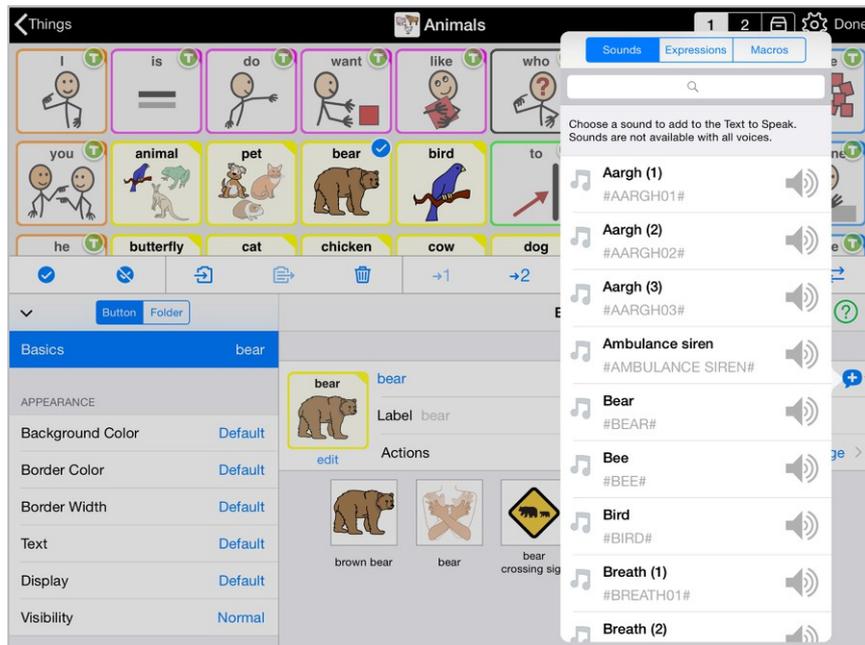
With **Display Style** you can change the folder's view from Grid View to List View. Note that popups, including grammar support, will always be displayed in a grid.

Usually when you tap a folder to open it, the current folder disappears and the new folder completely covers the screen. Sometimes it is useful to have a small set of choices that "pop up" from the current folder. The current folder fades into the background, but is still visible behind the popup. All folders can be opened in a Popup. By default, folders **Auto-Close when in Popup** after making a selection.

To open a folder in a popup, select the folder button whilst in Edit Mode. Then go to *Basics > Actions > Open Folder* and scroll down to the navigation section. Here, tap on the (i) next to the name of the folder on the right side.

With **Snapback** you will automatically return the **Home** page or the **Previous** page after making a selection.

Using expressions and sounds with ExpressivePower™



Expressions,
sounds and
macros

Expressing the way you feel is very important to each and every one of us, which means you do not want to say everything with the same intonation. For people with communication difficulties who rely on Augmentative and Alternative Communication (AAC) solutions and Text to Speech voices, this was impossible in the past.

To address this need, we have developed **ExpressivePower™**, which combines the benefits of Text to Speech voices with the ability to communicate in a more expressive way. Now AAC users can share what they want to say with emotion.

Only the newer voices (all the children's voices and some adult voices) offer these expressions, as they need to be recorded by the voice talent.

In the children's Text to Speech voices that we co-developed with Acapela Group, we have extended the range of expressive recordings to include things children often say, such as "My turn", "It's not fair!", and "Stupid!", as well as variants of "dad", "daddy", "mom" and "mommy" in calling, angry, questioning, whining, and wheedling tones.

In addition, the child voice talents recorded sounds children often emulate in play, such as a barking dog or the siren of a fire truck. Having access to these expressions and sounds in the proper intonation greatly increases the communicative power of a child using AAC to speak.

You can add ExpressivePower when creating a new button or editing an existing one. In the button Properties, you will find a little speech bubble on the right side of the Text to Speech field that gives you access to a list of the available sounds, expressions and macros.

Editing a button or folder

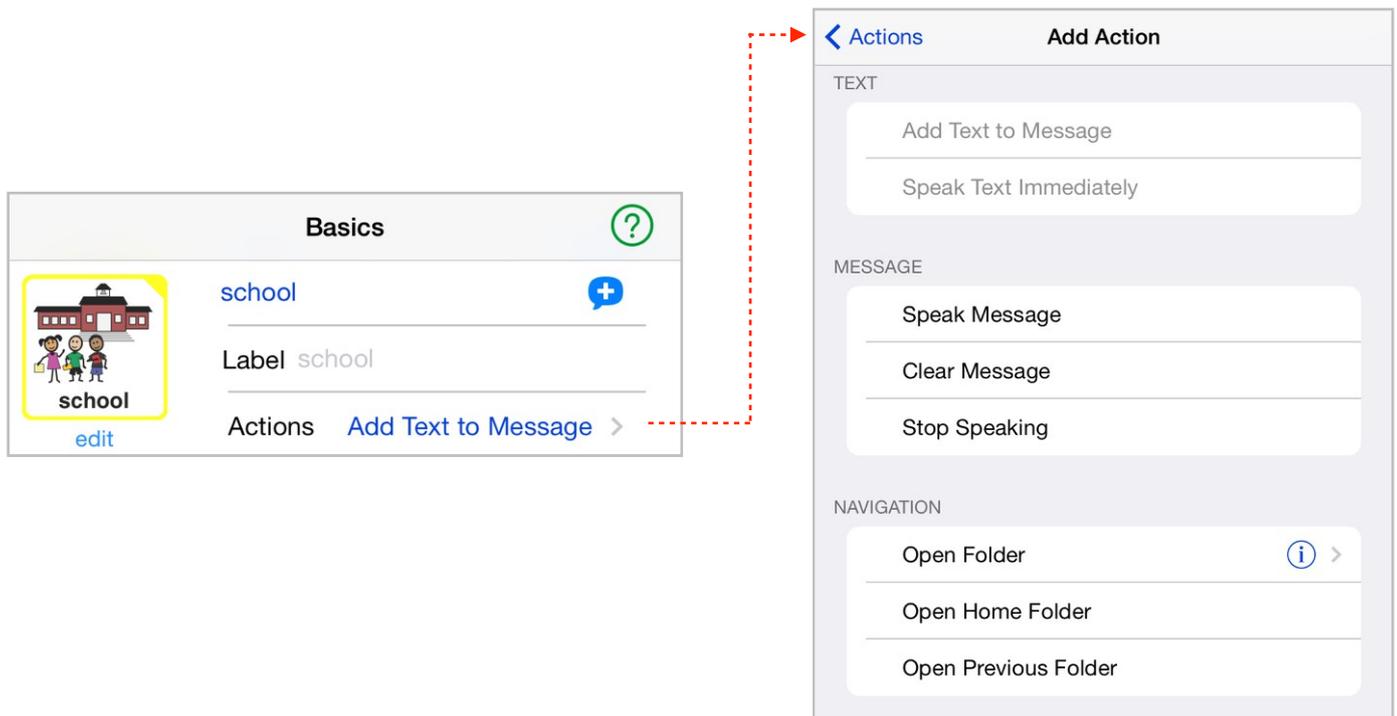
The image shows a communication board interface with a grid of buttons and folders. The buttons are arranged in rows and columns, with categories like 'Chat', 'Fun', 'eat', 'help', 'see', 'of', 'Things', 'Food', 'Places', 'Actions', 'Describe', and 'Feelings'. The 'eat' button is highlighted in pink. Below the grid is an edit panel with 'Button Properties' and 'Folder Properties' tabs. The 'Folder Properties' tab is active, showing a preview of the 'eat' button and its properties.

Property	Value
LANGUAGE	
Speech	Default (Liam)
Word Kind	Verb

Folder Properties

Select a button or folder button to edit it. The **Button** or **Folder Properties** you can edit will be shown in the edit panel. Select the property you want to edit on the left side of the edit panel and edit the selected property in the right panel. To edit multiple items at once, select them all, but note that you can only edit some properties for multiple items at once.

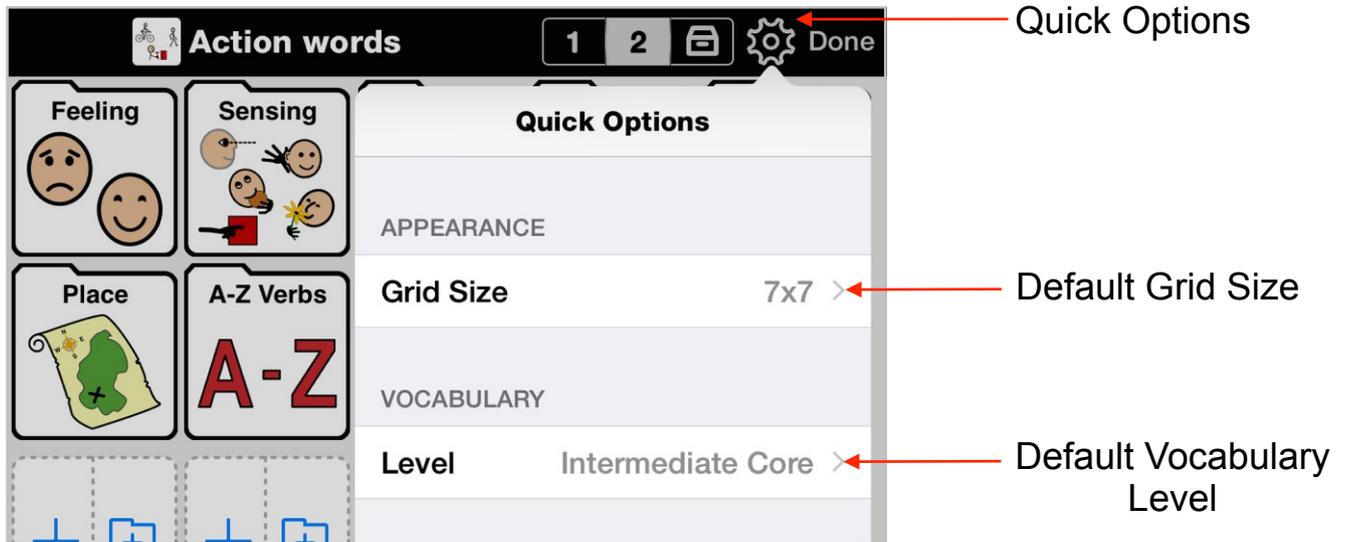
Button and Folder Actions



Buttons and folders can perform one or multiple **Actions** when they are tapped, such as controlling the Message Window, speaking text without putting it in the Message Window, navigate to the Home or Previous folder or open in a popup.

Buttons and folders can also be programmed to perform two different sets of actions. One action set is triggered on a single tap, the other on a tap-and-hold or a double tap. This gesture is called the **Secondary Trigger**. Note that the Secondary Trigger can be configured in the Interaction section of the Options.

Quick Options



Quick Options provides an easy way, while remaining in Edit Mode, to reach some commonly used default settings usually accessed from the Options. Changing these settings has the same effect as changing the same setting in the Options.

The Quick Options allow you to quickly “see” what a folder would look like with different global settings for grid size, vocabulary level, and language. This does not change the actual properties of the current folder. To set a folder so that it always uses a particular grid size, use the Grid Size property in the Folder properties.

Advanced Editing

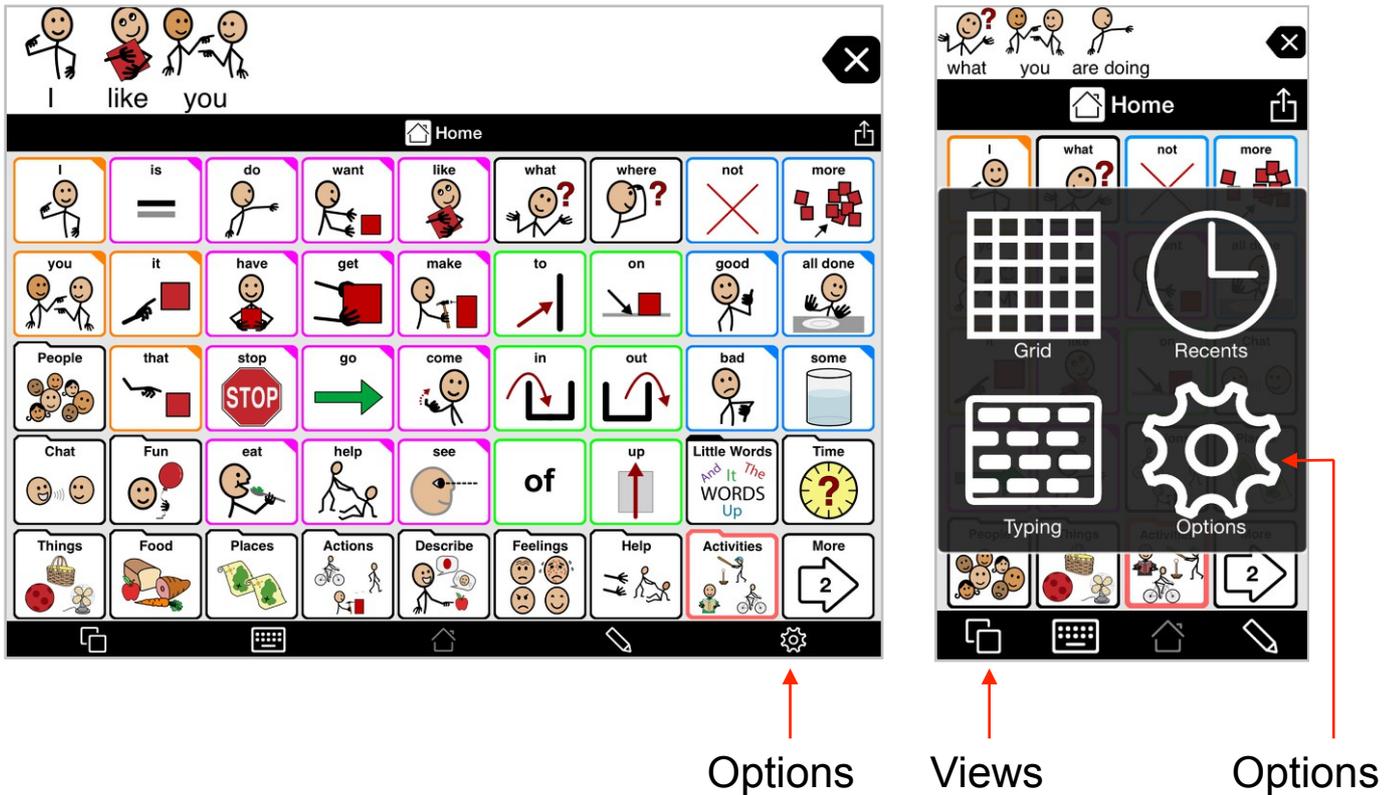
Turning ON **Advanced Editing** in the *Options > Editing* will give access to additional folder properties that are intended primarily for vocabulary designers. Vocabulary designers create vocabularies that are intended for users with a range of skills, such that folders in the vocabulary may need to have multiple versions for different grid sizes, vocabulary levels, and/or languages.

In Edit Mode you will see an additional property in the **Contents** section of the Folder tab: **Share Content between Vocabulary Levels**.

	Share Content between Vocabulary Levels ON	Share Content between Vocabulary Levels OFF
Manual Layout for Each Grid Size OFF	<ul style="list-style-type: none"> Buttons flow to fill the space available as the grid size is changed. You don't have control over the exact layout, just the order of the buttons. The content is the same for every grid size and vocabulary level. <p>Example: most fringe folders.</p>	<ul style="list-style-type: none"> Buttons flow to fill the space available as the grid size is changes. You don't have control over the exact layout, just the order of the buttons. There are different versions of the folder depending on the vocabulary level. <p>Example: fringe folders that are appropriate for all vocabulary levels, but which need different contents depending on the vocabulary level. For example, the Food folder is set up this way, as it has different content for Basic Communication, Intermediate Core and Advanced Core.</p>
Manual Layout for Each Grid Size ON	<ul style="list-style-type: none"> Buttons can appear anywhere on the grid and can have gaps between them. Different content can be displayed for each grid sizes. You have complete control over layout at all grid sizes. The folder displays the same buttons for all vocabulary levels. <p>Example: fringe folders like Little Words that need a fixed layout and different words for each grid size, but are usually only needed for higher vocabulary levels.</p>	<ul style="list-style-type: none"> Buttons can appear anywhere on the grid and can have gaps between them. Different content can be displayed for each grid size. You have complete control over layout at all grid sizes and all vocabulary levels. Different content can be displayed for each vocabulary level. You have complete control over layout for each level. <p>Example: Home folder and many templates.</p>

Options

Options Basics



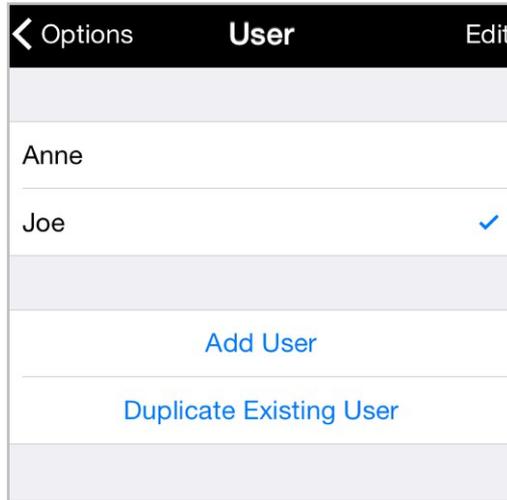
To go to the Options on iPad, tap the **Options** button (the gears) on the bottom toolbar. Simply tap anywhere outside of the Options window to exit the Options.

To go to the Options on iPhone or iPod touch, go to the **Views** button and then tap on the **Options** button (the little gears). To exit the Options, tap on the arrow on the top-left until you see Done, and tap it.

The first set of options is specific to the current user while the second set are **General Options** and apply to the whole app (and therefore all users).

Note that on most pages in the Options, there is a green **Help** button that you can tap to learn more about that specific option.

New User



In the **User** section of the Options, you can create multiple users.

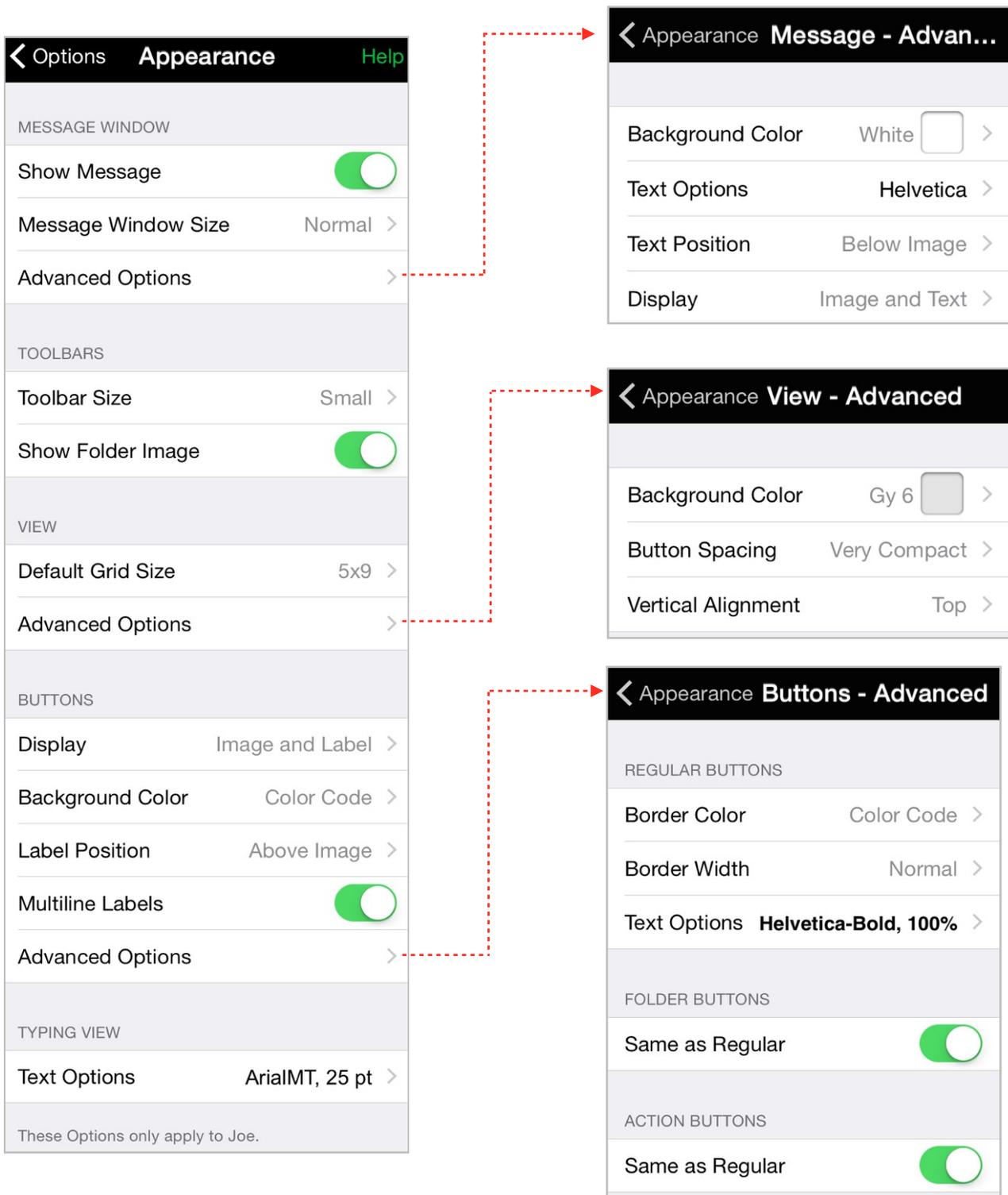
Each user can have their own settings, vocabulary, voices, appearance options, etc. This can be useful in classroom settings where a device is shared by multiple students. It can also be practical for a therapist assessing Proloquo2Go with clients with very different needs or simply to explore Proloquo2Go and play with different configurations.

Tap **Add User** to configure a user from scratch using the Add User wizard, or tap **Duplicate Existing User** to base the new user on an existing one.

To switch between users, simply tap the name of the user you want to change to.

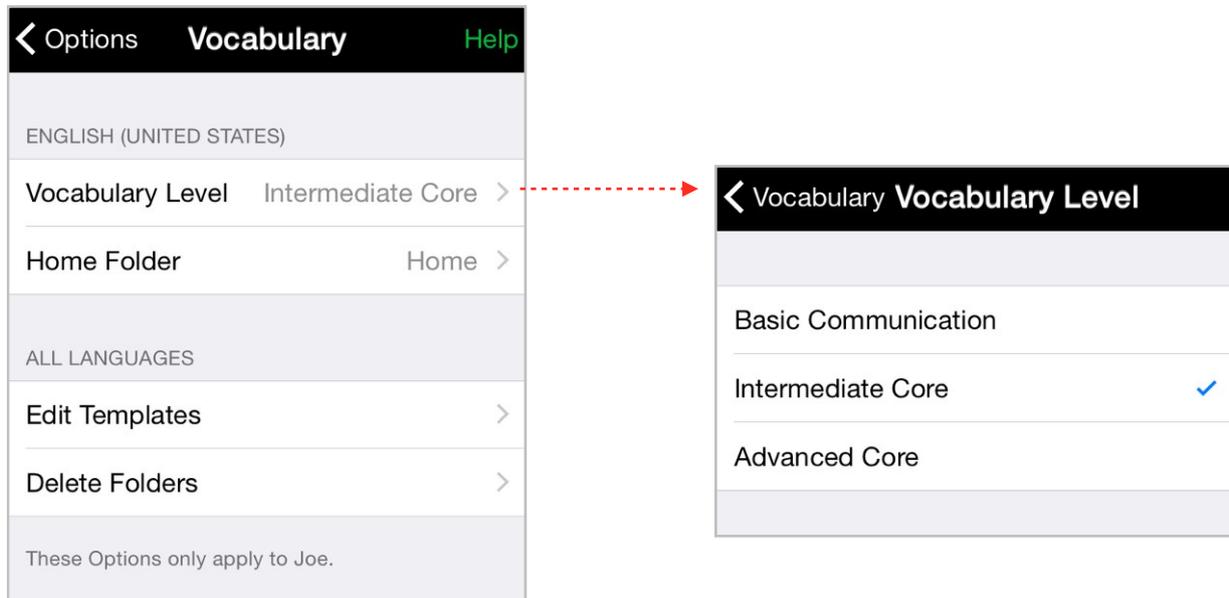
To remove users, tap the **Edit** button and delete the users you no longer need.

Appearance



In the **Appearance** section of the Options, you can configure the overall appearance of the Proloquo2Go app and vocabulary. The Appearance Options are divided into sections for the **Message Window**, the **Toolbars**, the **Views** (the vocabulary Grid), the **Buttons**, and the **Typing View**. Go to the Advanced Options of each section for more detailed fine-tuning. Note that all these options only apply to the current user.

Vocabulary



In the **Vocabulary** section of the Options, you can select the user's **Vocabulary Level**.

Basic Communication is designed for users who are just beginning to use AAC to express their basic needs, and have difficulty navigating between pages. This vocabulary level provides very limited support for language development.

Intermediate Core is designed to support full language development. It has a home page designed around the words that are used most frequently in conversation and writing. When more specific but less frequently used words are needed, they can be found using the fringe folders also located on the home page. These folders are organized by categories, such as food, things, people, and places. **Intermediate Core**'s fringe folders have more frequently used fringe words on the top level, and subfolders for more choices.

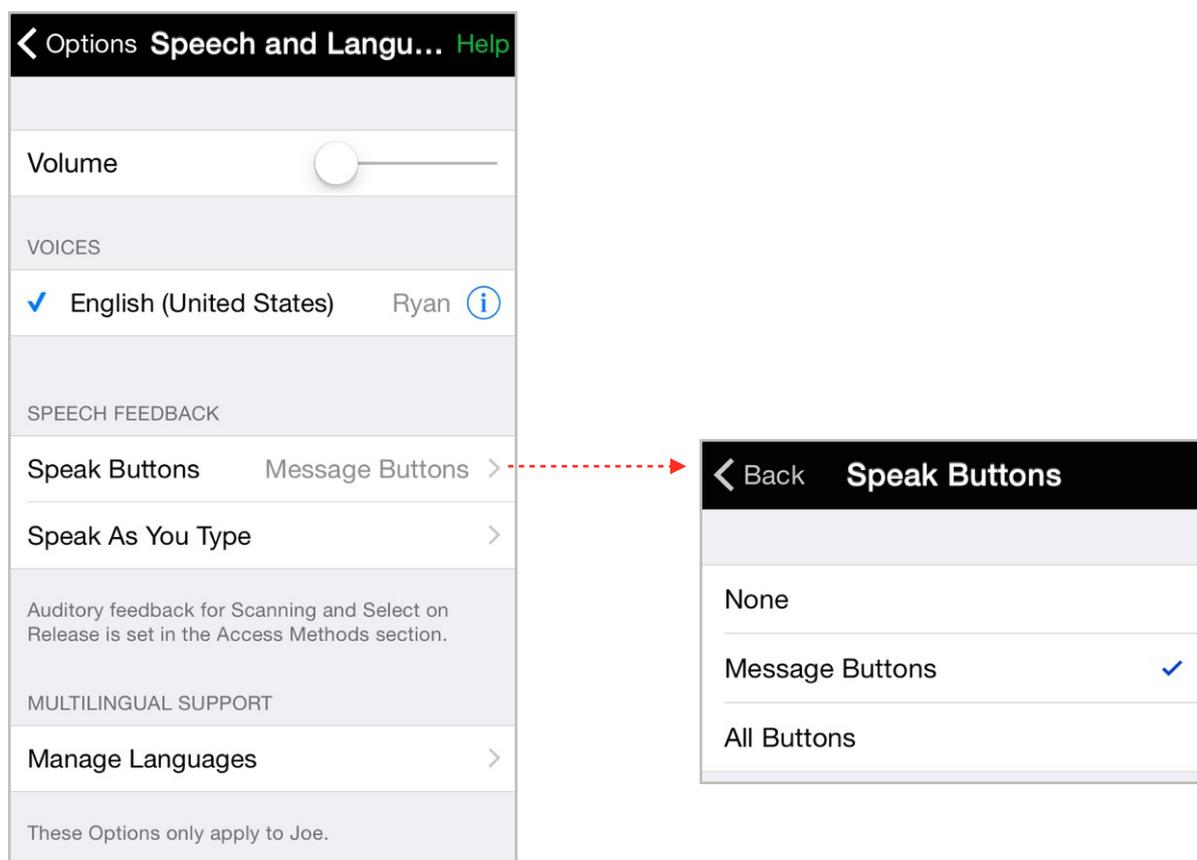
Advanced Core uses the same core word home page and fringe folder organization as **Intermediate Core**. The difference between **Intermediate** and **Advanced Core** is that **Advanced Core** requires more navigation to subfolders to find fringe words.

Change the **Home Folder** if you want to "lock" a user into a particular branch of the vocabulary.

Edit Templates allows the user to edit existing templates or create new templates. This feature is for more advanced users who want to modify the built-in templates or create new ones for different types of pages. Changes made to a template affect all folders that use that template. If this is not what is intended it is best to duplicate a template and edit the duplicate.

Delete Folders allows you to delete any user created folders that you no longer need.

Speech and Language



In the **Speech and Language** section of the Options, you can choose the voice(s) and voice settings to use for each of your **Active Languages**.

Go to **Speak Buttons** in the **Speech Feedback** section to define which buttons are spoken out loud. If you only want Proloquo2Go to speak when you are done building a sentence and tap the Message window, pick **None**. If you prefer to have Proloquo2Go speak only buttons that are part of the sentence construction, pick the **Message Buttons** option. If you pick **All Buttons**, even buttons that are purely for navigation and not part of the actual sentence you want to build will speak when tapped.

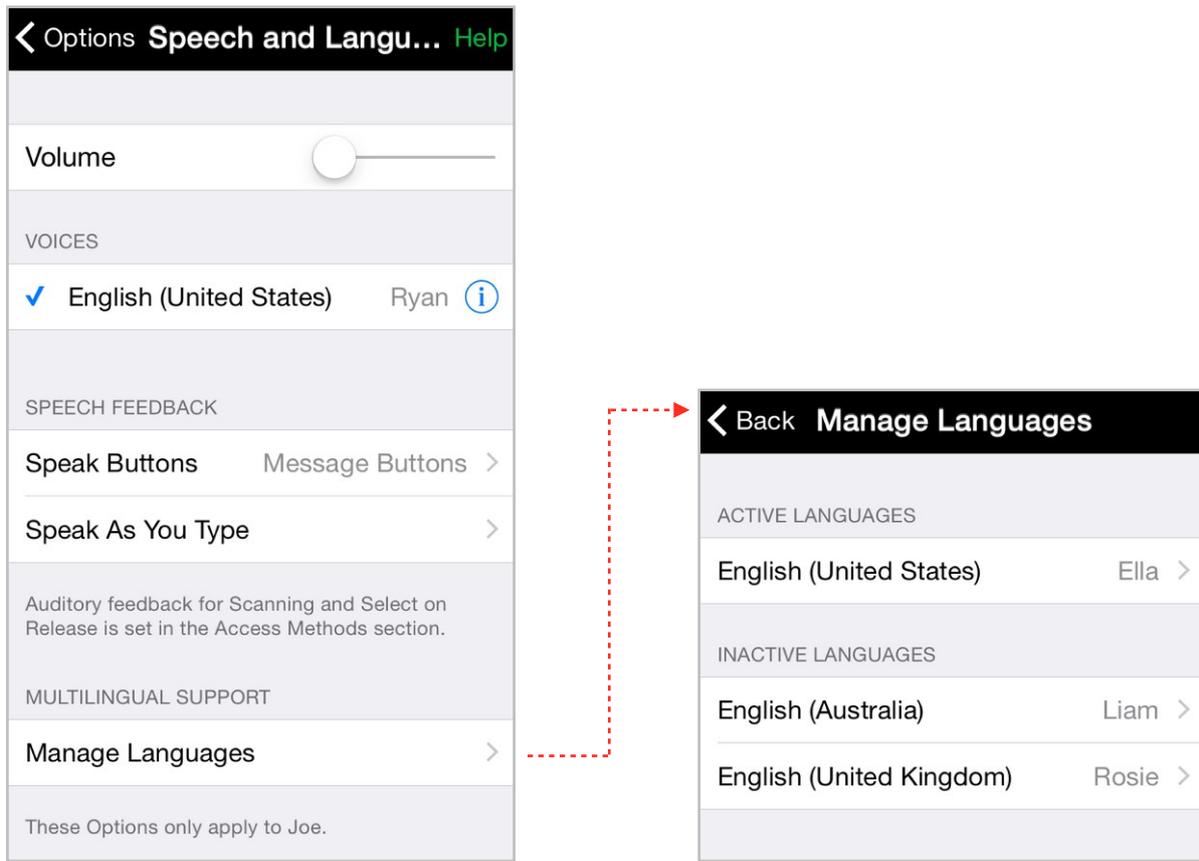
Tap the language to configure the voice(s). The **Primary Voice** is the communication voice. Tap on **Speech Rate** or **Voice Personalization** to customize the voice to your preference.

The **Secondary Voice** is the voice that is used for the preview function in grammar popups and as auditory cue for Select on Release and Scanning. It enables the user to have a different voice for the auditory cues and the spoken output used to communicate with others.

Use **Relative Volume** to adjust the volume of the secondary voice in comparison to the primary voice.

In the **Pronunciation** section you can adjust the pronunciation of words for each language and region. You can also import pronunciations from other users.

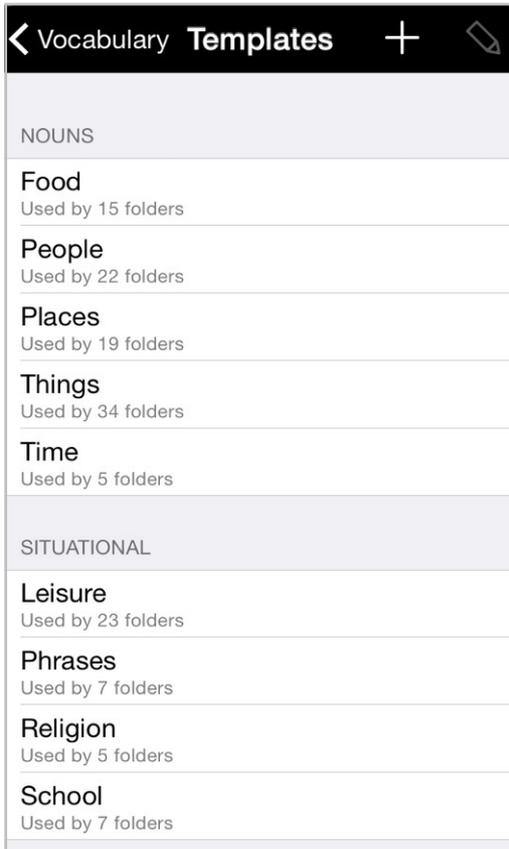
Manage Languages



Proloquo2Go supports different language regions (for example, US English, UK English, and Australian English are considered different language regions). Only one language region can be active at any one time. The main difference between the language regions is that fringe vocabulary, such as foods, and spelling is different for each region.

To activate a language region, first select a **Primary Voice**. Note that the voice may need to be downloaded first. After selecting a voice, toggle **Active** to ON.

Templates



Vocabulary Templates	
NOUNS	
Food	Used by 15 folders
People	Used by 22 folders
Places	Used by 19 folders
Things	Used by 34 folders
Time	Used by 5 folders
SITUATIONAL	
Leisure	Used by 23 folders
Phrases	Used by 7 folders
Religion	Used by 5 folders
School	Used by 7 folders



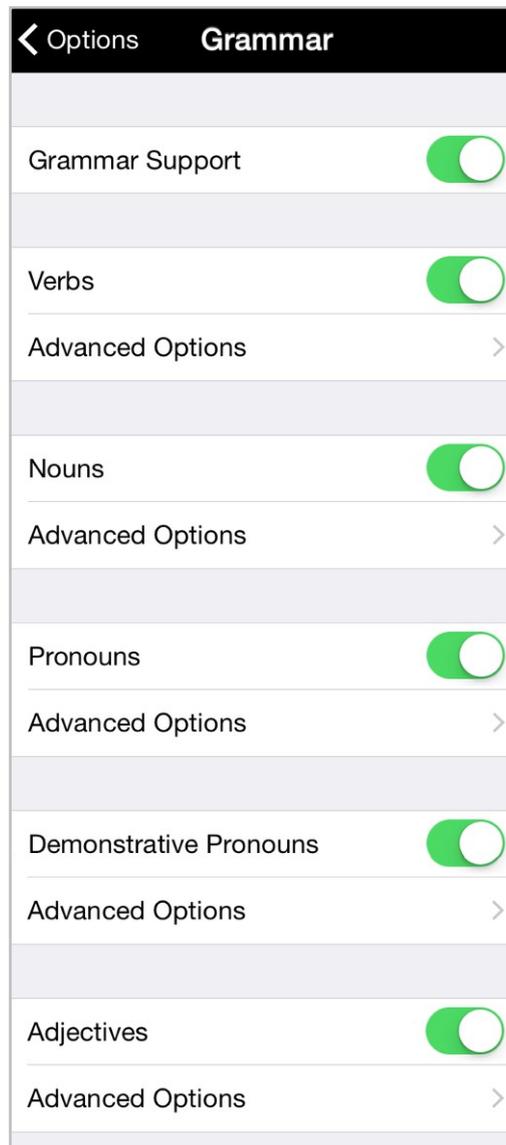
GRAMMAR	
Adjectives	Used by 44 folders
Verbs	Used by 38 folders
ACTIVITY	
Create	Used by 1 folder
Daily Life	Used by 1 folder
Let's Talk	Used by 1 folder
Motor Play	Used by 1 folder
Out & About	Used by 1 folder
Reading	Used by 1 folder
Toys & Games	Used by 1 folder

Templates are pre-made layouts that will help you quickly create pages that are consistently arranged and have the words communicators will need to create sentences or participate in specific activities. Because the templates are “live” any change made to a template will automatically apply to any folder using that template.

User Templates are templates created by the user. To create your own template, tap the + button in the navigation bar. Note that only templates you created for this user will appear in this list. To use templates created in other users, you will need to switch to the other user, export or copy a folder that uses the template you want, and import or paste the folder into this user.

Built-in templates are organized based on the different kinds of activities or fringe categories they are designed for. These templates have appropriate core words in the same location as they appear on the home page. You can edit these templates if you have made a change to the home page and want the fringe folders to reflect that change.

Grammar



Proloquo2Go will automatically provide plurals, verb conjugations, and inflections for many parts of speech. In the **Grammar** section of the Options, you can control these features.

Toggle **Grammar Support** to OFF if you feel the user is not yet ready for these features. Note that you can also hide inflections for particular word kinds, and turn off individual inflections as needed to introduce the user to the grammar features more gradually. You do this in the Advanced Options for each word kind.

Elsewhere in the manual more information is provided on Proloquo2Go's grammar support.

Prediction

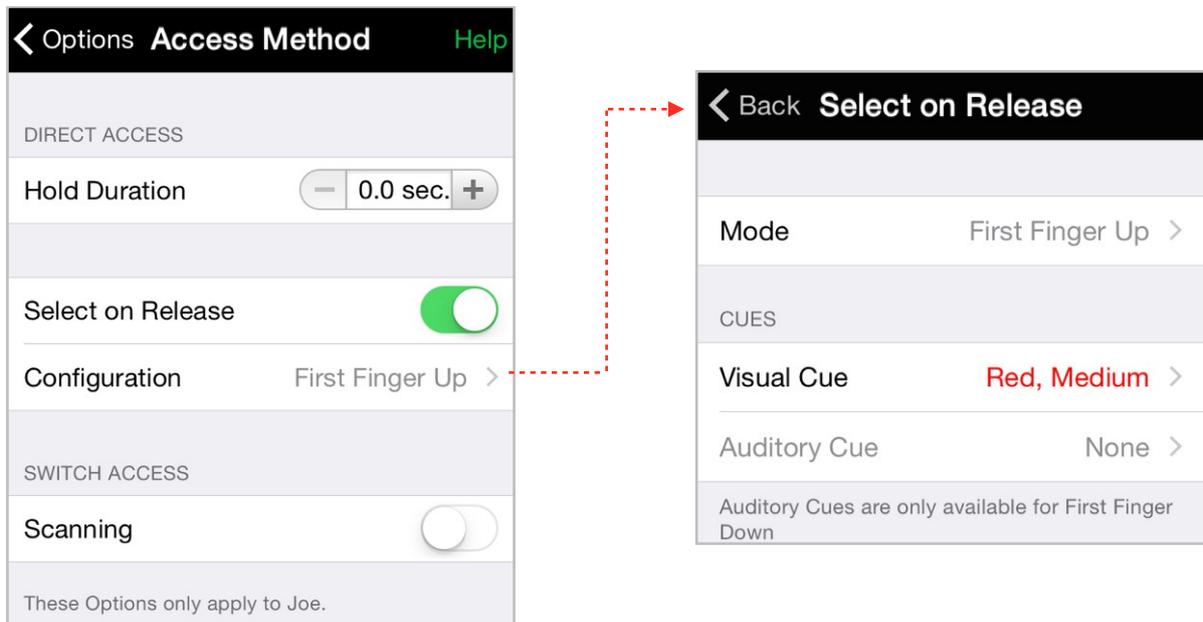


In the Prediction options, you can control the behavior of the **Word Prediction** provided in the Typing View.

Turn off **Auto-Spacing** if you do not want automatic spacing after selecting a suggestion or typing punctuation.

Set **Learning** to **Correctly Spelled Words** if you want Proloquo2Go to only learn words that are in the built-in Apple dictionary, or turn Learning completely **OFF**. Word prediction will of course work better if you allow Proloquo2Go to learn **All Words** because this allows Proloquo2Go to learn new words and word combinations, and to improve its suggestions.

Access Method - Direct Access



In the **Access Method** section of the Options, you can configure Proloquo2Go for users with physical challenges. Set up **Direct Access** for users who can tap buttons on the screen but have problems with accuracy.

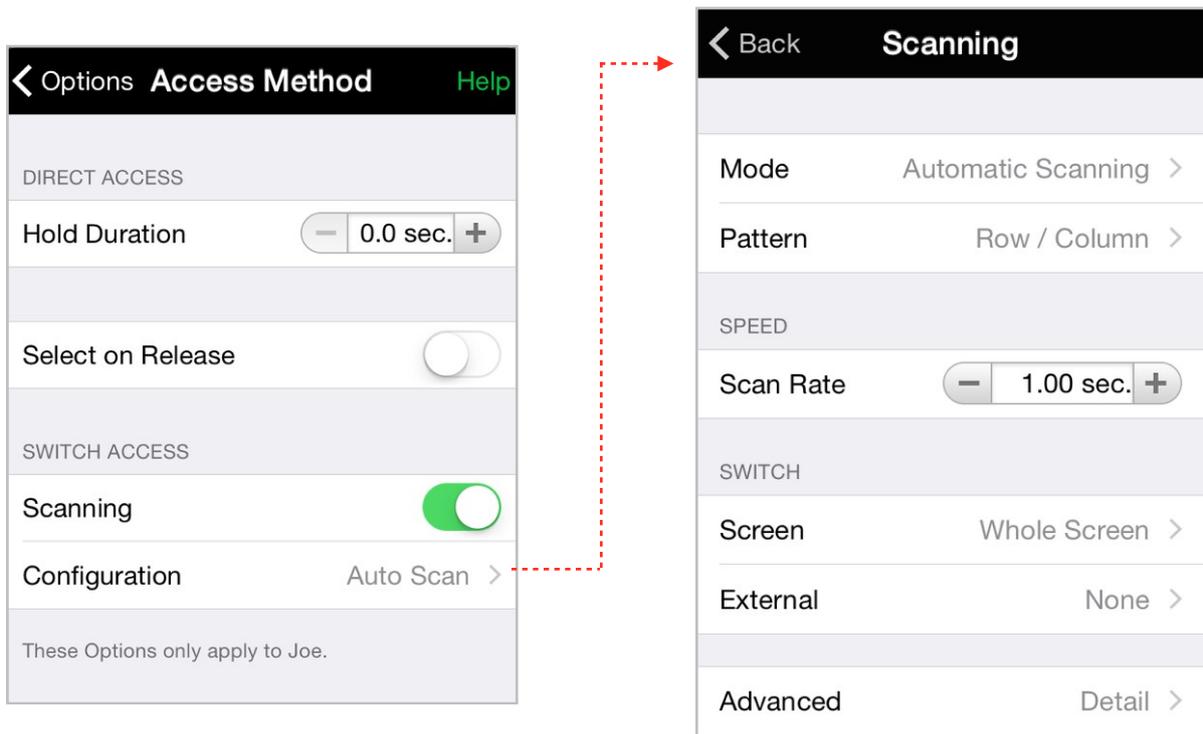
If the user tends to touch the screen by accident, use **Hold Duration** to ignore touches that last less than a certain time.

If the user wants to slide across the screen to find the right button or tends to touch the screen with multiple fingers at the same time, turn ON **Select on Release**. With the **Mode** setting, you can specify if Proloquo2Go should pay attention to the first finger that touches the screen, or the first finger that lifts off the screen.

Tap **Visual Cue** to change color and width of the border that appears around the buttons on the screen as they are tracked.

For speech feedback while sliding the finger over the screen, select **Auditory Cue**. Note that this feature is only available for First Finger Down.

Access Method - Switch Access



Use **Switch Access** for users who cannot select individual buttons with a finger and need to use external switches or the screen as a switch.

Proloquo2Go offers five different **Scanning** modes and advanced settings to fine-tune scanning behavior to match individual needs.

Tap **Mode** to select a scanning mode, which will determine how many switches you will use, and how these switches control the scan.

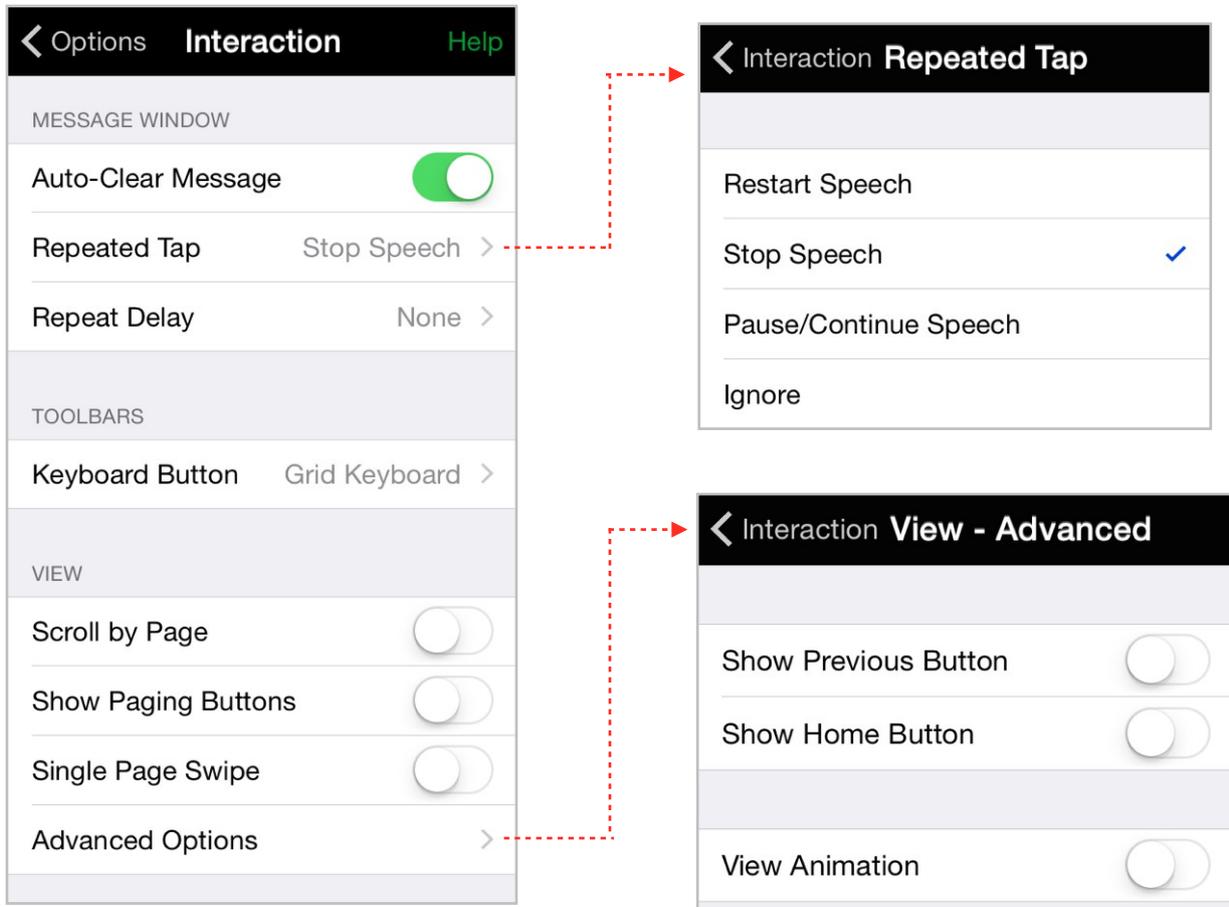
Go to **Pattern** to select the order in which items and groups are scanned. **Row/Column** first highlights large areas of the screen, and then highlights groups of items within the selected area. When a row is selected, buttons in that row will be highlighted one by one. **Linear** scans items one by one rather than in groups. The **Linear (Grid only)** is a combination of the other two patterns: it scans by group, however, when a group is selected it will scan each button one by one rather than per row first.

In the **Switch** section, you can define if you want to use the **Screen** as a switch or use **External** switches. Depending on the **Mode** you have selected, you may need to define a Stepper and a Picker switch.

In the **Advanced** section you can further fine tune scanning behavior, including visual cues, auditory cues, looping, debouncing and hold duration.

Elsewhere in the manual more information is provided on setting up Switch Access.

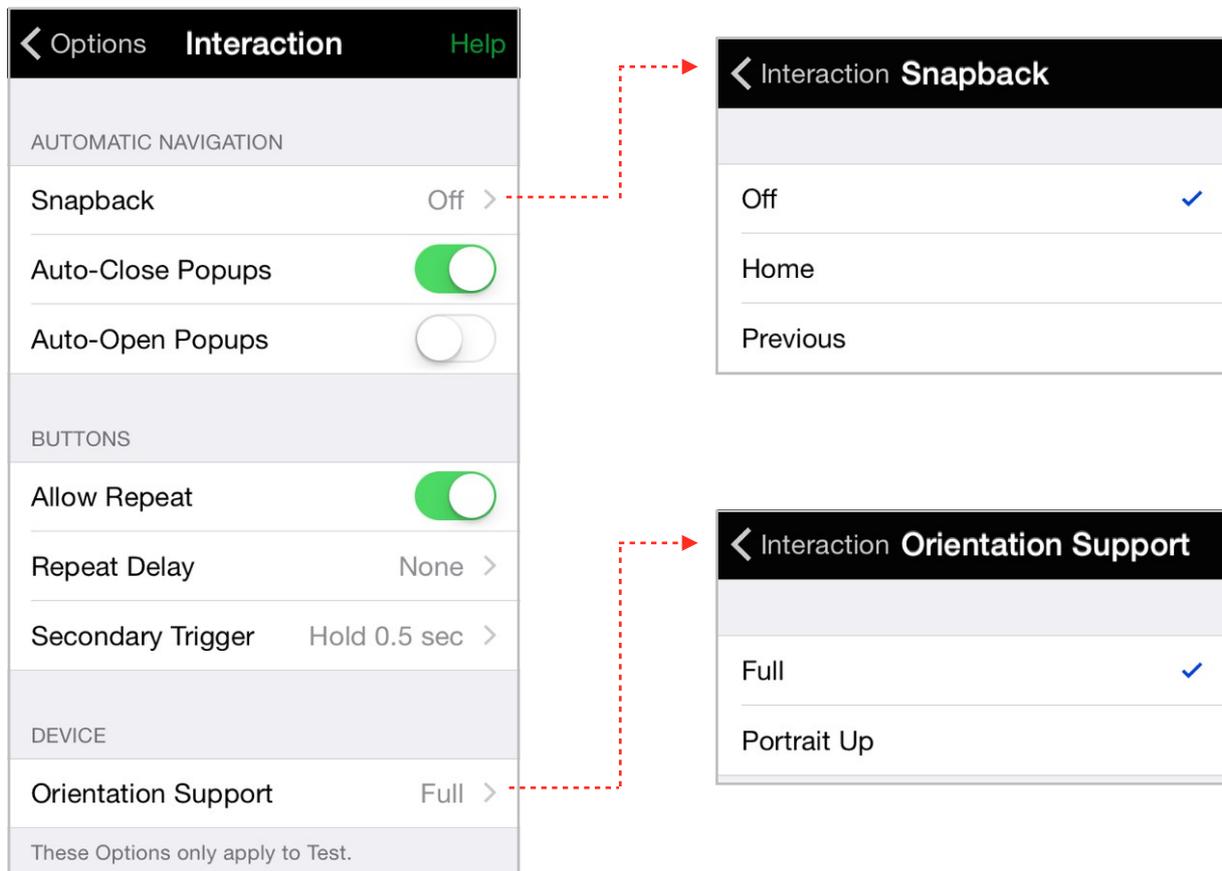
Interaction



In the **Interaction** section of the Options, you can find settings to support users with physical or behavioral challenges. By default, the Message Window clears automatically when you press a button in the grid after tapping on the message window to speak the current message. For individuals who tend to repetitively tap the Proloquo2Go screen, have a look at **Repeated Tap**. By default, Proloquo2Go will stop speaking the message if the Message Window is tapped again. However, repetitive taps can also be ignored if necessary. The **Repeat Delay** feature can be used to ignore taps during a selectable repeat delay.

In the Toolbars section, you can define whether the **Keyboard Button** takes you to the **Grid Keyboard** or **Typing View**.

If a user has difficulty scrolling, toggle **Show Paging Buttons** in the **View** section to ON. A Page Up and Page Down button will automatically be added to all the pages.

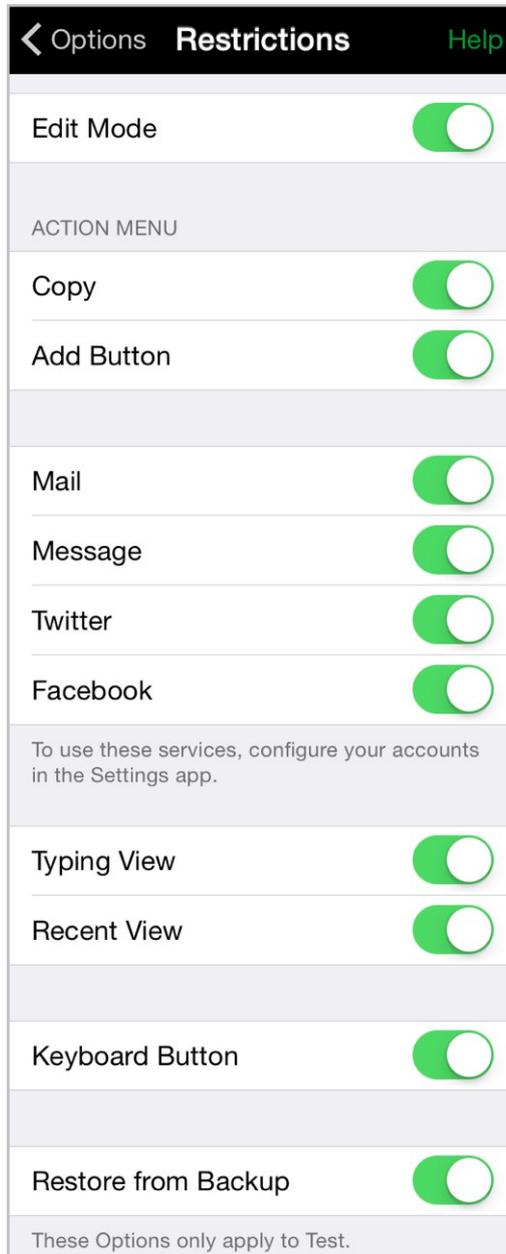


Proloquo2Go offers ways to simplify navigating between folders in the **Automatic Navigation** section. **Snapback** can return the user to the Home folder or the previous folder when a button is selected. **Auto-Close Popups** will automatically close all popups when a button is selected. **Auto-Open Popups** will allow users who have difficulty with tap and hold or double tap actions to automatically open grammar popups with a single tap.

For individuals who tend to repetitively tap the Proloquo2Go screen, consider turning OFF **Allow Repeat** for the **Buttons**. If you turn this feature OFF, Proloquo2Go will not respond to repetitive taps on the same button until the user has selected another button. Alternatively, use the **Repeat Delay** feature to ignore taps during a selectable repeat delay.

Proloquo2Go buttons will respond to two different kinds of actions - a single tap and a **Secondary Trigger**. This Secondary Trigger can be configured as holding the button for more than a certain length of time, or by double tapping the button. Buttons can be programmed to perform different actions depending on whether they receive a tap or the Secondary Trigger.

Restrictions

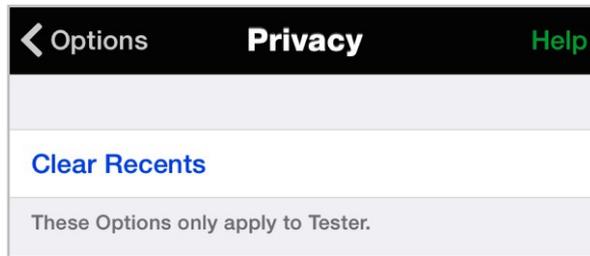


In the **Restrictions** section of the Options, you can restrict access to certain features of Proloquo2Go.

Note that if you want to make sure the user cannot access the Options and change the restrictions, you can password-protect the Options (use the **Lock Options** feature).

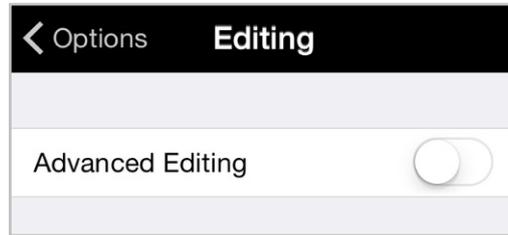
Alternatively you can go to the Proloquo2Go section of your device's Settings app and turn "Show options button" OFF, in which case the app will no longer provide access to the Options.

Privacy



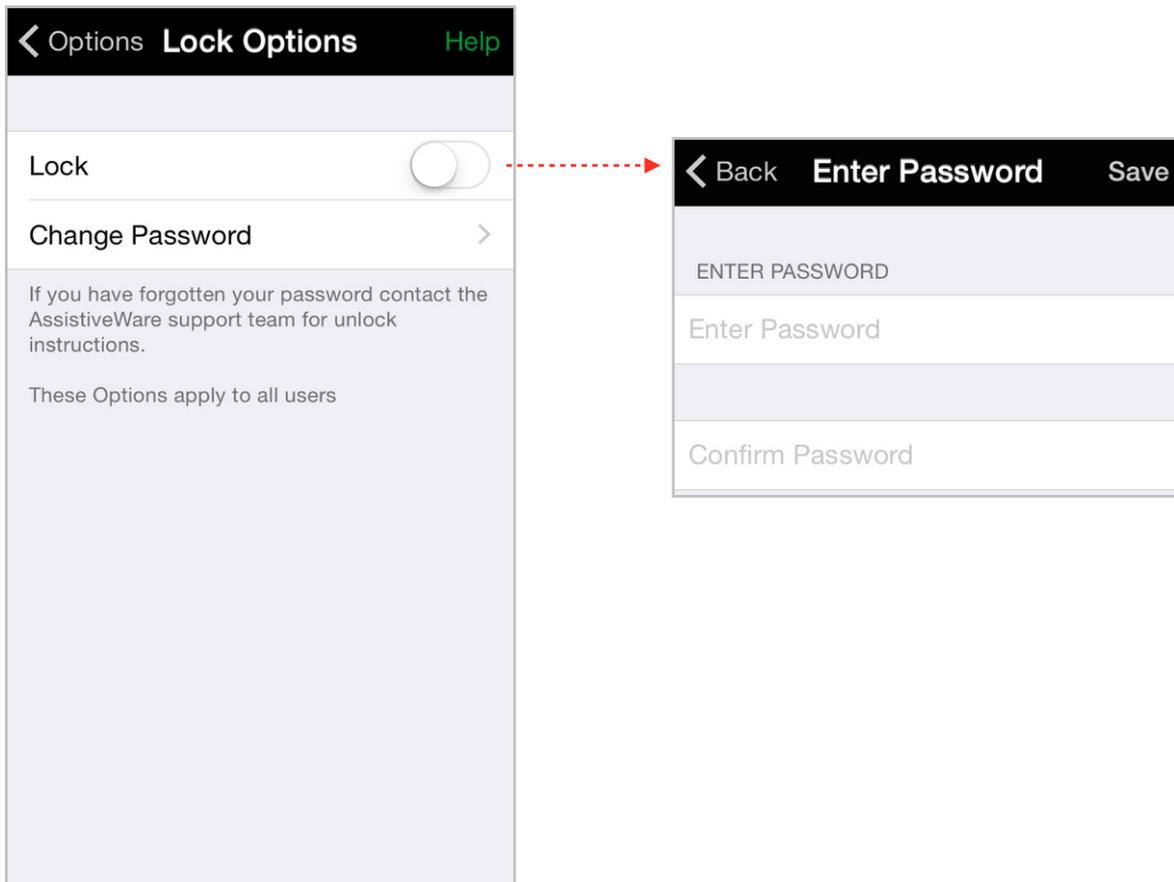
In the **Privacy** section of the Options, you can **Clear Recents** to delete any previously stored information in Recents. This can be used if a user does not want anyone to see what he or she has been talking about.

Editing



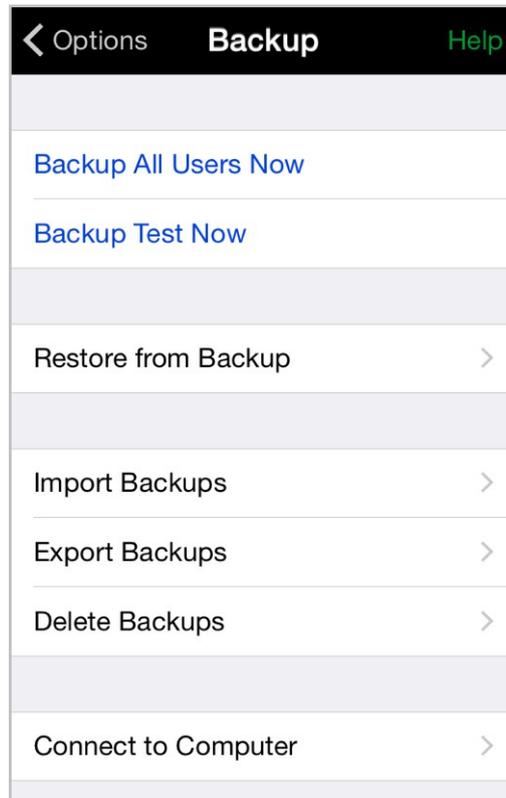
In the **Editing** section of the Options, you can turn ON **Advanced Editing**. When advanced editing is ON, you can specify how a folder is displayed in different vocabulary levels and languages.

Lock Options



In the **Lock Options** section of the Options, you can password-protect the Options to prevent accidental modifications by a user. When **Lock** is ON, the correct password must be entered to have access to the Proloquo2Go Options. If you lose the password contact support@assistiveware.com for help in recovering access to the Options.

Backup



Tap **Backup [user name] Now** to backup the data of the current user, or tap **Backup All Users Now** to backup all users of Proloquo2Go. This will produce backups that are stored on your device. These backups will be lost if the Proloquo2Go app is deleted from the device. To make sure you do not lose your customizations you should regularly export your backups to iTunes or Dropbox.

Tap **Export Backups** to export a backup to iTunes or Dropbox.

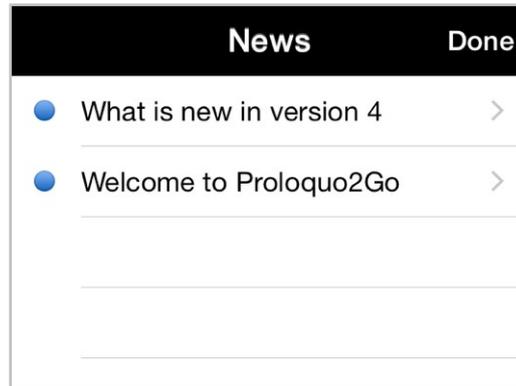
To import a backup from iTunes, tap **Import Backups**. To import a backup from your Dropbox, open the .p2gbk backup document in the Dropbox app.

To use WiFi to connect to your computer to export or import backups, tap **Connect to Computer** and follow the instructions.

To restore an existing backup, use **Restore from Backup**.

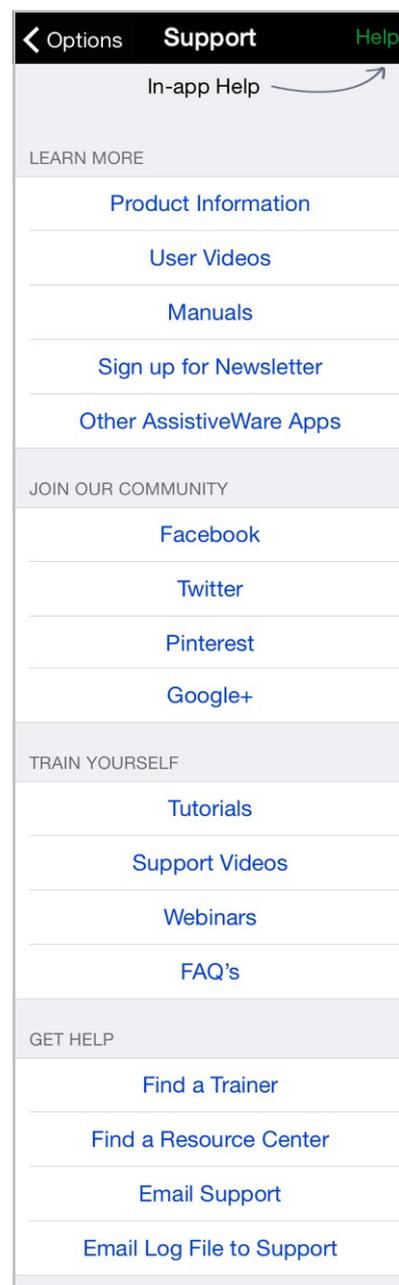
For videos and tutorials with exact steps on how to create, transfer and restore backups, please visit bit.ly/proloquo2go-resources

News



In the **News** section of the Options, you can find short news messages that keep you up-to-date on important product information. A red dot with a number will appear as a badge on your Options button if there are new messages waiting for you. Make sure you read these regularly, so you don't miss out on any new features or other important news. Once you have tapped all the news messages once to read them, the red dot on the Options icon will disappear.

Support and About



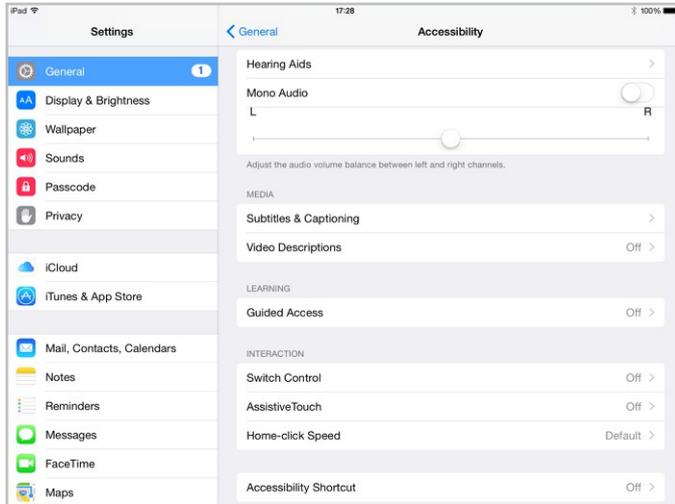
To learn more about Proloquo2Go, access the About and Support options. In **About** you can see what version of the app you have installed. In **Support** you will find links that take you to support and community resources on our website. We have lots of support materials available, such as e-learning videos, step-by-step tutorials and detailed documents that help you take Proloquo2Go to the next level.

Note that on most pages in the Options, there is a green **Help** button that you can tap to learn more about that specific option.

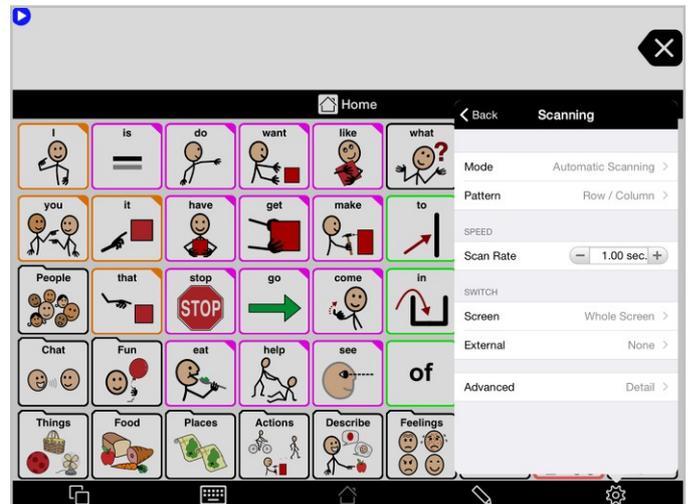
Scanning access

Switch Control versus Switch Access

iOS' Switch Control



Proloquo2Go's Switch Access



Proloquo2Go has its own built-in scanning options for switch users, but can also be used with iOS' Switch Control.

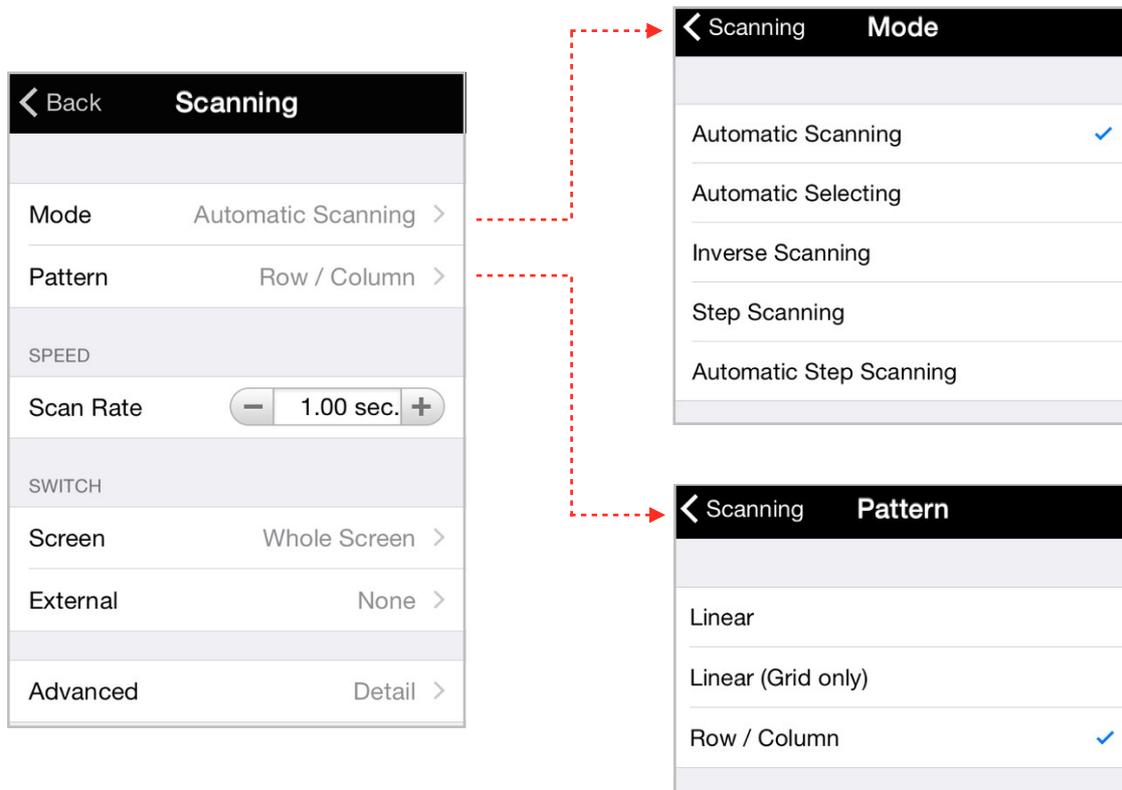
The benefits of using Switch Control are:

- switch users have access to all apps on the device
- switch users can access the Proloquo2Go Options, Edit Mode and Typing View

The benefits of using Proloquo2Go's built-in scanning are:

- auto-scroll on folders that have multiple pages
- more scanning modes
- support for step-scanning with the two sides of the screen acting as separate switches
- more options to fine-tune scanning behavior for Proloquo2Go

Scanning Modes and Patterns



Use scanning **Mode** to select the number of switches to use and the ways the switches will be used. See the table on the next page for details about the available modes.

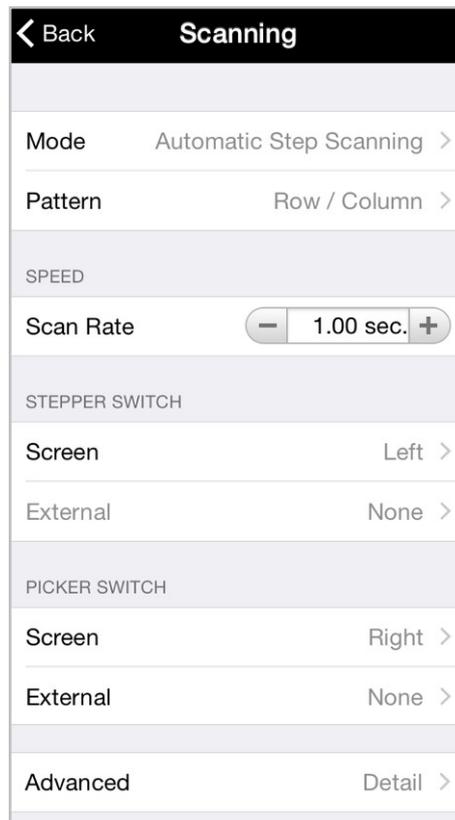
The scanning **Pattern** is how choices are grouped during scanning. **Row/Column** is the most commonly used pattern. This pattern will first highlight large areas of the screen, and then highlight groups of items within the selected area. For example, Proloquo2Go will first highlight the Message Window, then the grid, etc. If the user activates the switch when the grid is highlighted, rows in the grid will be highlighted one at a time. When the switch is activated again, the buttons in the selected row will be highlighted one at a time until an individual button is selected.

Linear highlights items one by one rather than in groups. This pattern will highlight each item in the Message Window, then each button in the grid, etc. one by one. It is suitable for beginning scanners.

Linear (Grid only) is a combination of the Row/Column and Linear patterns. The Message Window, Grid and Toolbar are scanned as groups. If the grid is selected, each button is scanned one by one, rather than scanning by row first.

Scanning Mode	Number of Switches	Screen as Switch	External Switch
<p>Automatic Scanning</p> <ul style="list-style-type: none"> Highlight advances automatically from item to item. Hit switch when desired item is highlighted. Best for users who: <ul style="list-style-type: none"> can handle timing and attention demands of watching and waiting for an item to be highlighted can hit switch reliably in a narrow time window 	1	Yes	Yes
<p>Automatic Selecting</p> <ul style="list-style-type: none"> Highlight advanced automatically from item to item. If switch is NOT hit while item is highlighted, the item is selected. If switch IS activated while item is highlighted, highlight moves to the next item. Best for users who: <ul style="list-style-type: none"> can handle timing and attention demands of watching and waiting for an item to be highlighted can hit switch reliably in a narrow time window can hit switch many times in a row without difficulty 	1	Yes	Yes
<p>Inverse Scanning</p> <ul style="list-style-type: none"> Highlight advanced automatically from item to item as long as screen is touched. Lift off of screen to select highlighted item. Best for users who: <ul style="list-style-type: none"> can handle timing and attention demands of watching and waiting for an item to be highlighted can keep contact with screen can lift off screen reliably in a narrow time window 	1	Yes	No
<p>Step Scanning</p> <ul style="list-style-type: none"> Hit Stepper switch to advance highlight. Hit Picker switch to select highlighted item. Best for users who: <ul style="list-style-type: none"> have at least two reliable ways to hit a switch or screen. Use the most reliable ways as the Stepper: the user user will hit it most often. may have difficulty with timing and attention demands of watching and waiting for an item to be highlighted, due to motor issues, distractibility, or being new to the idea of scanning. 	2	Yes	Yes
<p>Automatic Step Scanning</p> <ul style="list-style-type: none"> Highlight advances automatically while screen is touched. To select highlighted item, lift off of screen and then hit Picker switch. Best for users who: <ul style="list-style-type: none"> can keep touching the screen more easily than they can repeatedly hit the screen or a switch as a Stepper can handle some of the timing and attention demands of watching and waiting for an item to be highlighted, but may need practice developing this skill 	2	Yes (Stepper & Picker)	Yes (Picker only)

Setting Up Switches and Scan Rate



A switch is something that can be briefly tapped or held to send a signal to the device. A switch can be the device's own screen, or an external switch that communicates with the device using a switch interface.

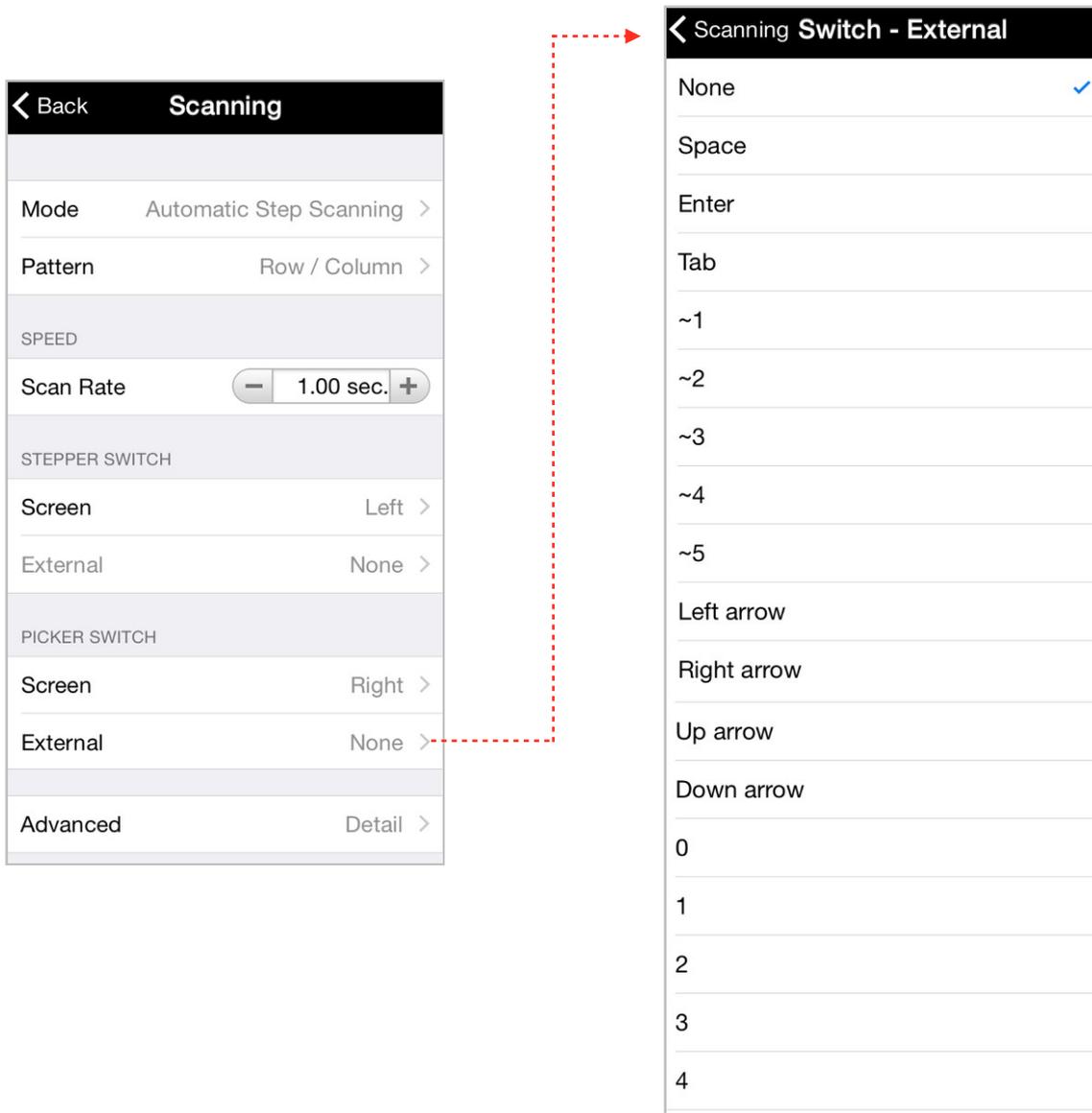
To use one switch, go to **Mode** and select **Automatic Scanning**, **Automatic Selecting** or **Inverse Scanning**.

To use two switches, select **Step Scanning** or **Automatic Step Scanning** as your **Mode**. One switch will be the **Stepper**, which will move the highlight to the next item. The other switch will be the **Picker**, which will select the currently highlighted item.

You must tell Proloquo2Go what signal to listen for for each switch. To use part of the screen as a switch, tap **Screen** to define which part of the screen to use (whole screen, or top, bottom, left, or right half). To use an external switch, tap **External** to specify what character(s) the switch interface will send when the external switch is activated.

All scanning modes except Step Scanning have a **Scan Rate**. This is the time each item is highlighted. To set this time, tap the - or + buttons on either side of the Scan Rate control. You can also tap in the middle of the control to bring up a keyboard and type in a specific scan rate.

External Switches

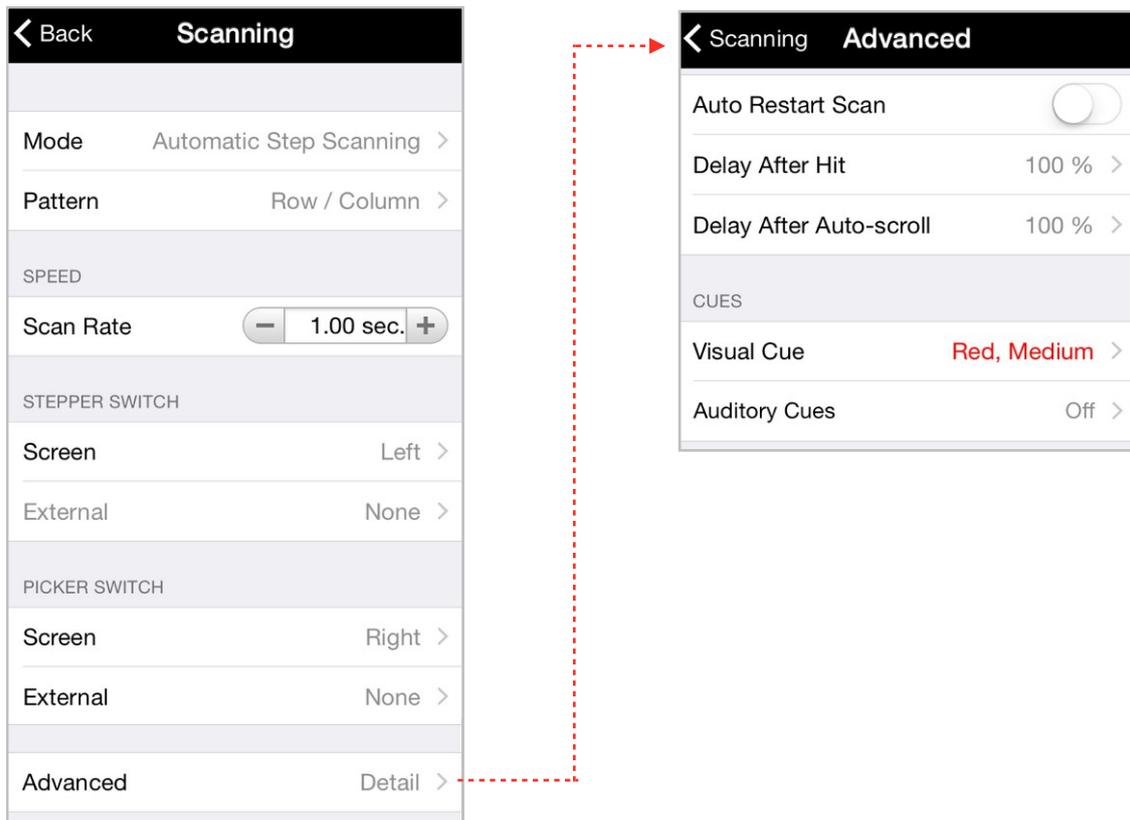


When an external switch is activated, the switch interface will send a character to your device. The manufacturer of the switch interface decided which character(s) the interface will send for each switch attached to it. See your switch interface's documentation to find out which character will be sent to Proloquo2Go when your switch is activated.

Tap on **External** to specify which character your switch sends. Note that if you want to use two switches, you need to select the corresponding character(s) in **External** for both the *Stepper Switch* and *Picker Switch* section of the Options.

If you cannot find information about the character(s) your switch interface sends, contact support@assistiveware.com

Advanced Options



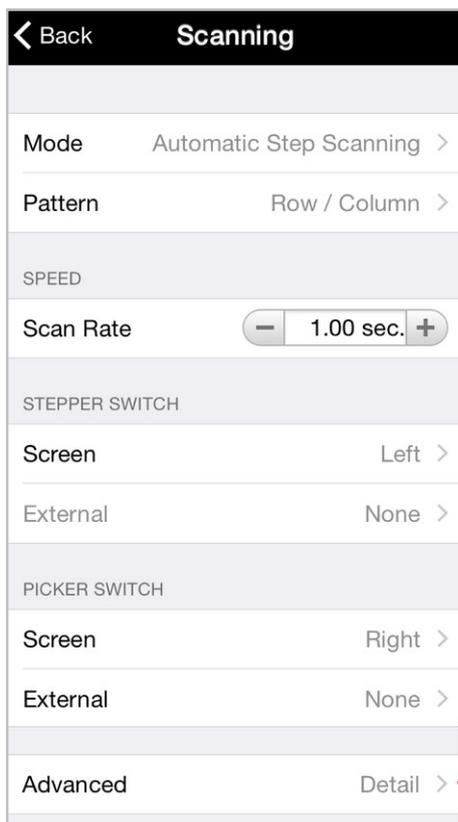
Turn **Auto Restart Scan** ON to automatically restart scanning after a user selects an item. If turned OFF, the user needs to activate the switch to restart scanning.

Delay After Hit allows extra time for the first item scanned after a switch is hit. This is for people who need “recovery time” to get back into position after hitting a switch. The delay is specified as a percentage of the scan rate. If Delay After Hit is 200% there is twice as much time given for the first item after a switch is hit as for other items. A Delay After Hit of 100% means there is no extra time given.

If a page has more than one screenful of buttons, the contents of the page will automatically be scrolled up so a scanning user can access the rest of the page. Because the buttons are moving, **Delay After Auto-scroll** allows extra time to look at the page before making a selection.

Tap on **Visual Cue** to change the color and width of the border that appears around the highlighted object on the screen.

For **Auditory Cues**, you can select a brief sound to be made when the highlight moves. You can also have each item’s name or label read aloud when it is highlighted. For items with longer names, it can take longer to say the name than the **Scan Rate**. Turn on **Cut Off Text** to stop speaking the name if it’s longer than the scan rate time.



To allow the user multiple chances to select an item without having to scan back to the group the item is in, turn on **Looping** and set the number of times the scan will repeat.

After Looping specifies what happens if nothing is selected after the scan has looped through the maximum numbers of times. You can choose between restarting the scan at the top level, restarting up one level in the scan hierarchy or stopping the scan.

Debouncing sets a time period after a successful switch hit has occurred, during which switch hits are ignored. This option is useful for people who have trouble moving away from the switch after activating it, resulting in unintended switch hits.

The **Direction** feature allows speakers of right-to-left languages to reverse the direction of scanning.

Appendices

Environmental Inventory

When customizing a user’s vocabulary, it is important to include personal information that the user may want to communicate about. Use this list to guide conversations with the user and his or her family, friends, care providers, school or work staff, and any other people important in the user’s life.

Personal Information	
Full name	
Address	
Phone number	
Parent(s) or guardian names:	
Parent(s) or guardian address:	
Parent(s) or guardian phone number(s):	
Birthday (including year):	
Name of school or work place:	
Job title, if employed:	
Work history:	
Medical condition(s) the user may need to communicate about:	
People	
Family (include name and relationship):	
Pets (include breed):	
Friends:	
Acquaintances:	
Care providers:	
School staff:	
Work staff:	
Medical and therapy care providers:	
Public figures the user may want to discuss (musicians, actors, politicians, etc):	
Places	
Places at home (rooms or locations within the home that user might need to refer to):	
Places at school or work (rooms or locations within the school or workplace that user might need to refer to):	
Transportation modes (bus, van, car, etc.):	

Bibliography

- Alant, E., Kolatsis, A., & Lilienfeld, M. (2010). The effect of sequential exposure of color conditions on time and accuracy of graphic symbol location. *Augmentative and Alternative Communication*, 26(1), 41-7.
- Balandin, S., & Iacono, T. (1998). A few well-chosen words. *Augmentative and Alternative Communication*, 14(September), 147-161.
- Balandin, S., & Iacono, T. (1999). Crews, Wusses, and Whoppas: Core and Fringe Vocabularies of Australian Meal-Break Conversations in the Workplace. *Augmentative and Alternative Communication*, 15(June), 95-109.
- Banajee, M., Dicarlo, C., & Buras Stricklin, S. (2003). Core Vocabulary Determination for Toddlers. *Augmentative and Alternative Communication*, 19(2), 67-73.
- Beukelman, D., Jones, R., & Rowan, M. (1989). Frequency of word usage by nondisabled peers in integrated preschool classrooms. *Augmentative and Alternative Communication*, 5(4), 243-248.
- Beukelman, D. R., Yorkston, K., Poblete, M., & Naranjo, C. (1984). Frequency of Word Occurrence in Communication Samples Produced by Adult Communication Aid Users. *Journal of Speech and Hearing Disorders*, 49(November), 360-367.
- Brew, C., & Schulte im Walde, S. (2002). Spectral clustering for German verbs. *Proceedings of the ACL-02 conference on Empirical methods in natural language processing - EMNLP '02*, 10(d), 117-124. Morristown, NJ, USA: Association for Computational Linguistics.
- Castor, C. I. (2008). Constructing a Linguistic Resource of Verbs: An Ontology Engineering Approach. Doctoral Thesis, City University of Hong Kong.
- Clendon, S., & Erickson, K. (2008). The vocabulary of beginning writers: implications for children with complex communication needs. *Augmentative and Alternative Communication*, 24(4), 281-93.
- Čulo, O., Erk, K., Padó, S., & Schulte im Walde, S. (2008). Comparing and combining semantic verb classifications. *Language Resources and Evaluation*, 42(3), 265-291.
- Dark, L., & Balandin, S. (2007). Prediction and selection of vocabulary for two leisure activities. *Augmentative and Alternative Communication*, 23(4), 288-99.
- Fallon, K., & Light, J. (2001). Enhancing vocabulary selection for preschoolers who require augmentative and alternative communication (AAC). *American Journal of Speech-Language Pathology*, 10(February), 81-95.
- Fey, M. (2008). Thoughts on Grammar Intervention in AAC. *Perspectives on Augmentative and Alternative Communication*, 17(2), 43-49.
- Fried-Oken, M., & More, L. (1992). An initial vocabulary for nonspeaking preschool children based on developmental and environmental language sources. *Augmentative and Alternative Communication*, 8(March).
- Gerber, S. (1992). Use of a Developmental Model of Language Acquisition: Applications to Children Using AAC Systems. *Augmentative and Alternative Communication*, 8(March).
- Grove, N., & Walker, M. (1990). The Makaton Vocabulary: Using manual signs and graphic symbols to develop interpersonal communication. *Augmentative and Alternative Communication*, 6(1), 15-28.
- Lahey, M., & Bloom, L. (1975). Planning a First Lexicon: Which Words to Teach First. *Journal of Speech and Hearing Disorders*, 340-351.
- Larsson, M., & Sandberg, A. D. (2008). Memory ability of children with complex communication needs. *Augmentative and Alternative Communication*, 24(2), 139-48.
- Levin, B. (1993). English Verb Classes and Alternations: A Preliminary Investigation. University of Chicago Press.
- Light, J., Drager, K., McCarthy, J., Mellott, S., Millar, D., Parrish, C., Parsons, A., et al. (2004). Performance of Typically Developing Four- and Five-Year-Old Children with AAC Systems using Different Language Organization Techniques. *Augmentative and Alternative Communication*, 20(2), 63-88.
- Loncke, F. (2008). Basic Principles of Language Intervention for Children Who Use AAC. *Perspectives on Augmentative and Alternative Communication*, 17(2), 50-55.
- Marvin, C., Beukelman, D. R., & Bilyeu, D. (1994). Vocabulary-Use Patterns in Preschool Children: Effects of Context and Time Sampling. *Augmentative and Alternative Communication*, 10(December), 224-236.
- McGinnis, J., & Beukelman, D. (1989). Vocabulary requirements for writing activities for the academically mainstreamed student with disabilities. *Augmentative and Alternative Communication*, 5(3), 183-191.
- Owens, R. (2012). *Language Development: An Introduction* (8th ed.). Pearson Education.
- Paul, R., & Norbury, C. (2012). *Language Disorders from Infancy through Adolescence* (4th ed.). Elsevier.

- Schulte im Walde, S. (2006). Experiments on the Automatic Induction of German Semantic Verb Classes. *Computational Linguistics*, 32(02).
- Schulte im Walde, S. (2008). Human Associations and the Choice of Features for Semantic Verb Classification. *Research on Language and Computation*, 1-36.
- Stephenson, J. (2009a). Recognition and use of line drawings by children with severe intellectual disabilities: the effects of color and outline shape. *Augmentative and Alternative Communication*, 25(1), 55-67.
- Stephenson, J. (2009b). Iconicity in the development of picture skills: typical development and implications for individuals with severe intellectual disabilities. *Augmentative and Alternative Communication*, 25(3), 187-201.
- Sutton, A., Soto, G., & Blockberger, S. (2002). Grammatical Issues in Graphic Symbol Communication. *Augmentative and Alternative Communication*, 18(September), 192-204.
- Thistle, J. J., & Wilkinson, K. M. (2012). What Are the Attention Demands of Aided AAC? *Perspectives on Augmentative and Alternative Communication*, 21(1), 17-22.
- Thistle, J., & Wilkinson, K. M. (2009). The Effects of Color Cues on Typically Developing Preschoolers' Speed of Locating a Target Line Drawing: Implications for Augmentative and Alternative Communication Display Design. *American Journal of Speech-Language Pathology*, 18(August), 231-240.
- Van Tatenhove, G. M. (2009). Building Language Competence With Students Using AAC Devices: Six Challenges. *Perspectives on Augmentative and Alternative Communication*, 18(2), 38-47.
- Wagner, B. T., Shaffer, L., & Swim, O. (2012). Identifying, Locating, and Sequencing Visual-Graphic Symbols: A Perspective on the Role of Visuospatial and Temporal Memory. *Perspectives on Augmentative and Alternative Communication*, 21(1), 23-29.
- Wilkinson, K., Carlin, M., & Thistle, J. (2008). The role of color cues in facilitating accurate and rapid location of aided symbols by children with and without down syndrome. *American Journal of Speech-Language Pathology*, 17(2), 179-93.
- Wilkinson, K.M., & Snell, J. (2011). Facilitating Children's Ability to Distinguish Symbols for Emotions: The Effects of Background Color Cues and Spatial Arrangement of Symbols on Accuracy and Speed of Search. *American Journal of Speech-Language Pathology*, 20(4), 288. ASHA.
- Wilkinson, Krista M, & Jagaroo, V. (2004). Contributions of Principles of Visual Cognitive Science to AAC System Display Design. *Augmentative and Alternative Communication*, 20(3), 123-136.
- Wilkinson, Krista M., Carlin, M., & Jagaroo, V. (2006). Preschoolers' speed of locating a target symbol under different color conditions. *Augmentative and Alternative Communication*, 22(2), 123-133.
- Wood Jackson, C., Wahlquist, J., & Marquis, C. (2011). Visual supports for shared reading with young children: the effect of static overlay design. *Augmentative and Alternative Communication*, 27(2), 91-102.
- Yorkston, K., Dowden, P., Honsinger, M., Marriner, N., & Smith, K. (1988). A comparison of standard and user vocabulary lists. *Augmentative and Alternative Communication*, 4(4), 189-210.
- Yorkston, K. M., Beukelman, D. R., Smith, K., & Tice, R. (1990). Extended communication samples of augmented communicators. II: Analysis of multiword sequences. *The Journal of Speech and Hearing Disorders*, 55(2), 225-30.
- Yorkston, K. M., Smith, K., & Beukelman, D. (1990). Extended communication samples of augmented communicators. I: A comparison of individualized versus standard single-word vocabularies. *The Journal of Speech and Hearing Disorders*, 55(2), 217-24.