

>> Welcome to Closing The Gap solutions.

This webinar, building successful communication with Proloquo2Go was recorded April 13th,

2017 and is presented by Amanda Hartman.

Amanda is a Speech Language Pathologist with over 20 years of experience working in schools and with families and as a technology consultant.

All these has led to her passion for working with children and young adults with disabilities and learning difficulties.

She gives lectures on

augmentative and alternative communication at the University of Queensland, and loves sharing what she knows about AAC and literacy.

>> My name is Amanda Hartman,

and I'm a Speech Pathologist with AssistiveWare.

I'm excited to talk to you tonight.

Of course, I'm talking to a computer screen instead of a lovely see of smiling faces.

[LAUGHTER] Bear with me,

it feels a little bit weird to be just like I'm talking to myself,

but I know that you're all out there listening to me.

I'm not talking to myself,

so I'll move on.

I'm a speech pathologist and I specialize in AAC and technology.

I'm lucky enough to work for the team AssistiveWare,

but I also have lots of families and schools that I work with as well.

My focus has always been about implementing AAC and AAC solutions to really help AAC learners communicate successfully.

Obviously, we've got lots of people that we work

with that are having difficulties with communication

and my primary goal is always to say that I want them to have successful communication.

When we're starting out,

I want to start with the end in mind.

My end goal is always for them to be a successful and independent communicator.

To do that, I really need to start right from the beginning,

giving them the most words that I can,

giving them a keyboard.

With those things in place,

then that gives them the best chance to successful communication.

Of course, some of you know AAC and some of the things that we stand for,

and always believe in an AAC.

I like to always just go over them really

quickly at the beginning of any of my workshops.

So some of the guiding principles,

these are the things that should drive our practice.

I should just say as well,

that there's a handout that's available.

You'll see some of the slides from my presentation today,

but you'll also find lots of useful links that you can

read full articles about things I have to design,

and also my e-mail address.

For example, if you've got questions up to there I'm happy to help you moving forward.

When we talk about guiding principles in AAC,

they are the things that we talk about all

the time and I really should drive our practice.

It's obviously presuming competence,

saying that a student or a person who need AAC shouldn't have to have a set of prerequisite skills or an age to start using AAC. We should presume that they all have the ability to learn on AAC system and we should just go ahead and start giving them the best chance to start as soon as we can.

Also, I'm a firm believer in multi-modal communications, so you may have your communication system on an iPad or a device. You also may use sign language and you may also use a low-tech type of based system as well.

All of us communicate in different ways, and I think we should encourage that in our AAC users so that they're flexible in their communication and that can get their message across in the most effective means.

Of course, our core belief in all of the AAC that we hear a lot about is modeling, and we're going to look at it a little bit closer.

Basically, modeling; the people that we're working with that will never learn how to use the AAC system unless they see those people around them use it.

So that's a fundamental principle.

You may have obviously called other terms, Aided Language Stimulation, etc.

For today's purposes, I'm going to refer to it as modeling.

This is my [LAUGHTER] little man Sam here, and I put Sam there to remind us.

Sam has Proloquo2Go on his iPad, but sometimes his brother might be playing Minecraft on it, or his little sister might have left it in the sandpit,

or it might not have been charged properly.

Sometimes he likes to throw it,

which are all real things.

So we decided that for his AAC system,

he needed the low-tech version as well.

There's lots of reasons why,

but we do really encourage for any AAC system for you to have a low-tech backup for that.

So a paper-based copy for if anything ever happens to the device or the iPad.

It's not one or the other,

we should have a combination of both of those things for a successful AAC.

Probably one of the biggest changes that I have seen in my time in AAC is that we've had

this really big change in practice and also in

the research into using core word vocabulary,

that's been a big change.

Core word vocabulary gives us those building blocks of language and when

we teach kids or AAC learners to use core words,

they can have the power and flexibility to say so much.

This is an example of a core word board from a Proloquo2Go.

Just looking at it here and now,

I'm sure that you guys can see lots and lots of things that I can

say without it and having to mention a noun.

I can say, "You go.

I go. I like that.

I need to go there."

There's lots of things.

I'm going to go over the Proloquo2Go of course in a little while,

and we can have a bit more of a play with this.

This is an example of a core word vocabulary.

We really want everybody to get on this code word wagon.

Proloquo2Go of course, lets you do that in a nice way,

so we'll check that out.

This just goes more into it to say,

"We really want to have a balanced vocabulary.

We want core word to be the hero word on the page so that we

can integrate core words easily with those other specific nouns,

those fringe words that still make our message so important."

We need to have specific words like the names of people and the things that we like,

but they need to be combined with the core words for maximum power.

The other thing I wanted to talk about AAC systems is that whole idea of size matters.

Having the grid sizes that we start with is really, really important,

so we want to give them the nice number of buttons, basically.

I would always be recommending to any person that I see that

we want to choose a grid size that is based on what they can see and touch.

So we look at their visual skills,

we look at their physical skills.

If I've seen a young person navigating around mom's phone

or icons on the iPad I'll know that

they've got pretty good fine motor skills and they've got good visual skills,

so I'm going to go ahead and try and give them as many buttons as I can on a page.

Obviously, we can have a grid size like this

because that's got good language on it for my learner

versus a grid size like this that has far more buttons on it.

I want to quickly go over the Proloquo2Go,
and I'll show you a new feature that we have that helps us to make
a more seamless transition to more buttons on a page,
whilst not overwhelming the learner and the environment that they're in.
Hopefully, some of have or maybe heard it.

It's called [NOISE] progressive language.

Let's go here, it is here.

I'm going to just go over to my iPad now.

>> Hello.

>> Hello, We're in here.

>> So I'm Proloquo2Go and now that you should see on my screen.

This is a seven by 11 grid size

and I'm going to go ahead and turn on progressive language.

So what progressive language does,

is it'll lead us gradually introduce more words for the learner as time goes on.

So what I can do,

is I can go into vocabulary. I should start.

Sorry, I'm going to go into the options by pushing the cargo,

gear down in the bottom right-hand corner,

and there I'm in my options.

These are all the options that I can do.

I'm going to go into vocabulary

and you can see here this lets me look at what vocabulary I'm using,

which is an intermediate core but there's a folder here called Progressive Language.

I'm going to go into that and turn it on.

Now straight away you can see that for

migrants sides that are currently chosen seven by 11,

I've got six different steps,

so I can say step one.

So what's happened is I've got the seven by 11 grid size,

but now I've got fewer buttons so that I can gradually introduce the language.

Let's go up to step two has 27 of the 77 on that front call words.

This one has 36.

Now we haven't just arbitrarily picked which buttons to drop back in with, we reintroduced them back into.

We start with the highest, most useful words,

and then we gradually drop in the next ones that are the next most important.

So it's done in a very logical developmental way as well.

Now we have this and I have fewer buttons and then in

time as I get better and better at my communication,

and the people around me get more familiar with my system.

I can graduate ten more steps on.

So let's leave it at step four for now.

So I've got my product quota guard,

and you'll notice that even if I navigate away to another page,

that the same core words are still masked and hidden away,

I always see the same core words on pages that I navigate to.

In addition to that,

of course, they're always in...

>> Where?

>> They are always in the same location.

The advantage obviously of using a feature like

progressive language is that I can start as big size as I said,

choosing a grid size that I know that the user can see and touch.

Then over time, I can gradually change,
add more buttons for them,
but I don't have to reset up the sizing,
although configuration and the child or person has
to completely learn a new location for where the buttons are.

We're pretty excited about the progressive language
as a feature and I think it's pretty cool.

One thing though that sometimes I notice when I'm have got progressive language,
sometimes every now and then there's a word that I want to use that snob shine.

So if we push,
this time we're going to push the "tools" pop-up,
which is on the bottom left corner of the toolbar.

I have a little button and that's called Explore.

When I click "Explore",
it brings back all my words,
even if it's just temporarily to say.

>> Takeoff.

>> To say take that off and then I can go and turn it off,
and that's gone if those words are gone again.

So that just allows the environment and also the user to
have a little bit of it explore with all of the words on the page level,
and then you can start making that leap too.

We've done really well,
let's add some more words and then step all the way up to step six,
which is the final step for this page set.

So that's the progressive language feature in
product category that was part of the new release in protocol to go to five.

So if you have protocol to go,
it's a free update to access that feature.

You will find more information on our website,
It's compatible with iOS ten,
so you need to look and check if you have access to
that when you update your iPad and product to go card,
and our support team can help you with any of that as well.

I'm going to click back over to my slides now.

So we just have a look at progressive language and we were talking about that
because

I wanted to be clear that in this step of my journey,
I'm trying to pick the right AAC system with the right number of buttons.

I'm going to obviously set it up or customization is adding buttons to it.

Another really important step that I want to put in here,
is that step of setting up the environment for AAC.

We know that for the best chance for that AAC to be successful is,
we need to be able to have AAC always available.

It needs to be instant access.

If you have to take time to go and get it,
it's possibly, probably maybe not going to happen as much as you need it.

A lot of the work that I've been doing in
school environments recently has shown me that if we give them
a low-tech backup copy and you can see some different photos
here of things like the board's frame lamb contacted onto desks.

This has really made a huge difference to the amount of
modeling and input that was being done in
the environment because it was always available,

it was on the table and the students were using it more and their teachers, teachers assistants, everyone in the environment was really using it and then what happened is it transferred skills to, when I went back to the iPad, we were seeing so much more happening on the iPad because we'd started with having it always available in the environment. So some of these, you can download the core word boards or make screen captured from the core classroom, which I'll talk about in a little while.

You can also make screen captures of your product or to go page and print that out to stick onto the desk.

The other thing is things like strapping on your iPad, these are some of our Proloquo2go here.

Basically, we want you to, if you can get a strap and weigh your protocol to go because again, it's about having always having access to it.

So that's just a couple of photos there of how you might set up the environment.

Of course, there's lots and lots of ways that you can do this, as my main principle is always to make sure it's always available.

Well, here's another one and you can see in a classroom the teachers hasn't.

This is something that we do quite often.

The teacher might be leading at the front with the protocol to go and then the teacher's assistance or volunteers or this feature is sitting beside, the kids doing a bit of extra modeling on the low-tech boards.

So the high-tech and low-tech can happen simultaneously.

I think I just saw a question pop up,

and I can't look at that.

But I would also like to say,

I'm going to allow 10 minutes at the end for specifically answering questions, because otherwise, we've got such a good time.

I can see that there's a couple of questions that have popped up from Denise and Anne.

Thank you for your questions.

I would like to answer those when we get closer to the end.

Hopefully that's okay for you.

I'm going to just keep going with the presentation.

Yes, I do encourage your questions,

I'm going to finish early at the end so that we've got plenty of time for those.

The only other thing about setting up your environment is

you may need to consider things like guided access,

so that students that might be another way that

you can just ensure success that I've had is being used for

proloquo2GO [inaudible 00:16:13] Just so

you know what I've got planned for the next half an hour of our webinar is,

I'm going to do a little bit of an overview of modeling,

not too much because hopefully everybody has an idea of modeling,

and I'm going to show you some resources that might help you.

But then the last section we're going to talk about are going to be

some practical ways that I've used proloquo2GO.

We'll do those in proloquo2Go so you can see

some of the different features that are in there.

Hopefully that will just give you some starters and pointers

that can help you with your AAC learners.

Let's talk about modeling.

Of course, it's the key starting point and we

want to make sure that we know that everyone on the team is onboard modeling, and we try and get as much modeling in as we possibly can.

Basically, modeling is obviously we

point and press the words in the AAC system as I speak.

I don't need to point to every word I say,

and it doesn't even need to be grammatically correct.

So that's the basics of modeling,

and some do's and don'ts.

Probably these things will come up and you can read lots of information about modeling.

We'll have a look at some of these when we do some modeling on proloquo2GO in a minute.

We do talk about modeling a lot and we say your model and you just point to the word.

But we often get asked,

who do I model?

What do I start with?

How do I add up all of the sea of core words?

How do I choose which ones are the most important to start off with?

Probably my biggest tip for that is,

I tend to look and we talk about looking at different communication functions.

Obviously, we all communicate for different reasons.

But if you have a particular goal or a particular area that

you want to develop for your students,

then pretty much that helps you dictate what kind of core words you would choose.

For example, if you had a young person

that you wanted to work on them giving their opinion about what they thought of things.

Automatically, I start thinking about code words like, like, not like, I think, good, bad.

So straight away I've got

the fundamental core words that I would need to help achieve that goal.

All those different communication functions that you see there on the screen,

if you start with that concept and then you

can pick the core words that you think would most fit.

To help you out specifically choosing those words,

AssistiveWare develop the core web classroom,

which have some great documents that help you actually not have those core words.

In the core word classroom,

the link you should be able to see in your handout.

This is a five-minute films.

This is a one-page example.

You can see here if our communication function isn't around,

needs and wants and we're listening to music,

then the core words that I would be modeling would be things like wants,

what more, want different.

You can see them there.

If I'm getting and giving information,

that's another communication function.

We could be doing things like pick one, look for that,

can we play that song again,

social interaction was good, what do you think?

There's a lot that we can do.

These are some things that you can access for free from the Core Words Classroom. Feel free to check them out if you need some of that thought about, what words should I start modeling?

I think I've got one more example here.

So this is a specific example.

If you are doing a word of the week approach in your school or in your pocket and your hustle, whether the month, then this gives you some pointers about ways that you can just choose one word like,

do for example, in a wide variety of words.

Sometimes being focused on one particular core word helps you to do it a little bit better.

I would like to encourage you some other work that we've done in schools has shown us that when you first start out, you need these plans possibly to help you think about which core words.

But in time you start intuitively realizing what kind of core words are best, and how you can use them for the AAC learner and the people in front of you.

So that's good.

Now, I do have a whole section here about communication partners skills, but I would just encourage you to read the information in the slides about that.

I want to breeze on to the next section of my presentation.

I'm just going to skip those slides for tonight because I am pretty much over-prepared [LAUGHTER] for the webinar.

Too many ideas, too many things to say.

Let's look at some practical ideas.

I'm going to open with the whole concept that I always say is that communication will happen on the back of engagement,

and when its real purpose to it.

So you really want to make sure that the things that you're doing are fun and engaging and motivating and have a real purpose or a real reason.

That's how you're going to get

the best opportunities for building language and communication on the back.

Let's talk about just some basic communication ideas.

I'm going to show you some slides and then we're going to go over to proloquo2GO, and we'll see how they look.

I've got some students that come to

the sessions and they have their favorite thing in their pocket.

It could be a car or in this case,

this is [inaudible 00:22:03] squishy frog.

Rather than making him put it away,

we used it, we took lots of photos, we write sentences,

we made a book out of it,

and we used the proloquo2GO to write a sentence,

"A frog jump on my nose."

I use lots of fun apps.

Apps like Make Me a Pirate, Make Me a monster,

where we can work on lots of describing language,

put on and take that off,

that looks good, that looks bad.

We'll have a look at some of that too.

Also do lots of story creation with toys, taking photos,

to retell stories, I like to retelling stories from familiar.

I use a YouTube video and I'll pause it,

and make screen captures for the sequence cards,

and then we use those to model the language and retell the story on proloquo2GO.

Then same thing, familiar books were script. What characters would say?

So there's lots of ideas,

and this is just the tip of the iceberg,

but we will go over to the iPad now and have a look at it.

I just want to give you one.

These is things that I've done with a few of my AAC users,

is I've given them the chance to become a songwriter.

We write the lyrics on our AAC and save them on buttons,

and then we put them in these two apps,

turn any voice into a song or into a rap, Songify, AutoRap.

You should really try it. It's so fun.

Then you push the words on your proloquo2GO and it gets recorded in Songify,

and then just like that,

it turns it into a song and it's quite steady cool.

It's quite a fun activity.

I like to do some things like this.

Let's go back over to proloquo2GO screen.

As I was saying before with the modeling,

some examples, just now that we've got the proloquo2GO screen in front of me.

One of the things that I commonly see.

>> Pizza.

>> We have a lot of our students that are perhaps good at making requests.

They might ask for?

>> I want pizza.

>> They might not write the whole sentence.

>> Pizza.

>> They may just push one symbol.

Whatever they're doing usually when we're modeling,
we say, add one extra word to the word that they're saying.

So if they say pizza, you would model.

>> Want pizza.

>> So that you would say, "Oh,
you want some pizza."

But I would really want to make sure that I didn't just limit and
only if a model requesting.

I would want to make sure that okay,
well, if we want to talk about pizza should we?

>> Make it.

>> Should we make it? Or should we go and get.

>> Get.

>> Should we go and get one?

Or maybe you could help me.

>> Help.

>> Me make it.

>> Make.

>> You could say, I.

>> I like.

>> I like pizza too. Pizza tastes good.

>> Good.

>> Where we.

>> Where get.

>> Where will we get the pizza from?

Rather than just being stuck in the one moment of their requesting,

there's lots and lots of language that we can model that would extend that if we think about comments, questions, different things.

Another thing that I really like to do in Proloquo2go

is and quite often we

might do some writing in here or generate a message.

Then I want to save it on to a button so that the student can say it again later.

One of the example is,

I have a young man and he's quite excited.

He always wants to know what he's doing on the weekend.

>> What.

>> He used to just start with was,

and then in time with modeling.

>> What do.

>> He said what do, and then what.

>> What we do?

>> In time he started building this sentence.

>> What.

>> What are we.

>> We.

>> We doing.

>> Do.

>> On.

>> On.

>> The weekend.

>> Weekend.

>> Once I've saved this question and this is a question that I want to ask all the time because I like to know and plan out my weekend in advance.

I can actually go into the questions folder here,
and I want to add it amongst all my other questions so that
I've got it and I can say it again quickly and easily at another time.
The easiest way to do that is once I have the question up in the top bar,
is I'm going to push the tools pop up,
and I have what's called the Add button.
So when I push the Add button,
my window pops up and I've got the ability to choose possibly a different symbol for,
there's the symbol for weekend,
or I can have no symbol.

I can also add any edits if I wanted to, say,
for example, at the question mark on the end and then say, "Done."

Now, you can see I have this question
programmed onto my AAC system so I can use it later.

This is a really handy way if you've got kids that you
find saying things frequently and they want a fast way to say that.

I like this little added as a button feature there.

One of the other things that we have in Proloquo2go ,
is let's go into fun.

Now, sorry, I'm going to just go back because I did that really fast.

I'm sorry. I'm back.

In my front page here,

I can push the Edit pencil,
and I can now tap here.

This time I'm going to add a new folder because I've got something new fun plan,
and I'm going to make a new folder.

What's exciting in Proloquo2go is that we have the templates here.

That I have a template,
so all the core words that I'm going to need to
use are all there and they're all locked in place.
Then I can say next,
and I'm going to have my fun activity which is we're going to go canoeing.
I might not take my iPad on that,
that seems a bit dangerous.
But anyway, let's go with that for today.
Then I'm going to go into here,
and now on my canoeing page,
I can go about adding the extra words that I made.
I need a canoe of course,
and I need row and whatever.
It's quite easy to create an activity specific, bored within Proloquo2go.
I can do it very easily and I can use the templates
which ensures that at least I've got core words covered really well.
What's really important to do though with AAC
uses is to make sure that they learn where the vocabulary is,
so that they can go back and find the words later.
I will go ahead and create a folder for every single little activity we do.
Sometimes I will just use the vocabulary as it is,
it's like a dictionary.
There's lots of words in there.
That means that if later on I watched a movie and I saw a canoe in it,
I will know that my canoe is actually in my vehicles somewhere.
It's probably not there. Hey, we should use search for canoe later.
I'm going to do the new search feature for canoe.

Basically you want your AAC not to be able to find the word temporarily on the activity page. You want them to be able to find it so they can use it any time after the day where they need it.

That's that long-term goal with the end in mind where we want them to learn where the words are and the vocabulary.

I'm going to go back to my slides temporarily just quickly, and go to the next thing now.

I'm just checking my time.

We've got plenty of time.

Another thing that I'll do is I have to talk about social engagement.

It's things like helping them use their things to write jokes.

This is an example here of a young man

and he wrote a joke and we used the share features in

Proloquo2go so that he could share his joke with his dad.

He sent it via email and he wanted to write the joke.

He loved writing it, and then he had a real reason because he wanted to send the email to dad at work with a joke on it.

It was a really nice interactive thing.

I also like personal stories using your Proloquo2go alongside expert like picture like, where you can create stories.

I'm going to show you this when we go back into the App.

Same thing, we want to collect news and

stories so that they've got things that they can start

conversations with later and they should help

write it and then we can add it as a permanent Proloquo2go.

I also really enjoy the process with some of

the young people that I work with about trying to add some cool vocabulary. I know it doesn't sound very cool when I say totes amazing but, this is some of the language that the young people that were working with are using. I even went as far one day with Matthew and we spent a whole session programming an emoji so that he can communicate in emoji. I think that should be a thing, we should ask for an emoji page in Proloquo2go. That's my next thing I'm going to tell that team here. We need an emoji page. We had so much fun looking at the emoji and figuring out what each emoji should be and you can see the mom didn't quite like the talk to the hand because he used that on her every time she asked him to do something for the rest of the weekend. But anyway, that's the power of communication. Whatever you want to whoever you want. I do things with a Magic 8 ball, asking silly questions or guessing what's in the bag, and these are some interacting, you mean you can do like asking questions to try and guess what's in the bag. These are just some fun interactive ways that you can really build that engagement. The last thing I'll show you before we go over to the iPad is, again, having a real reason to communicate. This is a nice story of a young girl and we were just playing around with her vocabulary once and we ended up writing, I love you mom. Then we sent it as a text message to mom, my mom was sitting in the chair two meters away, but that didn't matter.

She sent the text message to mom's phone,
a bit often, and she got the message and this young lady was really excited.
So the next thing she's,
I love you dad, I love you grandma.
She kept passing me the iPad,
quick send a text message to everyone.
I need to tell everybody this.
Again, it's having a real reason to communicate is really useful.
Let's have a look at some of these things in Proloquo2Go.
Some of the examples that I talked about were things like,
so you might [OVERLAPPING] write stories together about things that you've done.
>> Weekend.
>> On the weekends [OVERLAPPING] I could, if I hold down,
I can get the grammar support so I can have, when,
I went to, if I want to be as fancy as that or I can just use go is okay too.
I went to mall.
I went to an outdoor place.
I went to the beach.
So once I've written that sentence,
now it could be the student writes some of it.
You model some of it,
you could write it I usually go that.
Now what I can do is say, for example,
in my check folder I have a news and stories page.
Well, I can again push the tools,
pop up and use this "Add" button.
I don't have a picture there just

easily so I'll just delete it for this example and say done.

Now I have that news there.

>> On weekend I went to beach.

Now I can use that sentence to tell anybody that I did that.

[OVERLAPPING] I had to say it one more time.

Another thing that I can do with anything that I've written into the top message window.

Again, if I pushed the top,

push the tools pop up.

I've actually got a function called "Copy".

So I just push "Copy then",

what that does is it copies the texts that's up in that top message window.

It copies it into the clipboard of the iPad.

So now I can double-click,

and I can go into my app,

for example, Teller and I can paste that in. Paste.

>> On weekend I went to, beach

>> I don't know why it didn't say the last word but anyway,

so it picked up this text to speech as well.

So now I've added this page to my Pick Teller story where I'm, writing about it.

So obviously, we have lots of our families

and professionals and people that are using Pick Teller.

But this is a way that the student is

actually assisting and writing it by using the "copy" feature.

So I think this is kind of a really nice way

to link Proloquo2Go and Pick Teller together.

Are we ready to go now?

The other example that I gave in my slides was the, what we call the share features in Proloquo2Go.

Again, that whole idea that you've got a message that you've written and you want to do something with it. You want to email someone or you want to send someone a text message about it.

So in Proloquo2Go currently, it's still held anything that's written on the top message window.

If I push the "share" button, then here are all the different ways that I can share.

This obviously I can share some things by air drop with whoever's around. I can make it as a Facebook status post if I so want to, but I could also send it as an email to someone.

When I do that, the text, you can see here it goes.

So I can go ahead and say that I want to send it to dad. I don't have dad's email address in here.

I'll delete that drop now.

But I can send it. If I had our messages linked up, I can send it as a text message to someone.

So again, it's just another way of writing something or communicating something, I can share it with someone outside of the app, which I think is a really powerful tool as well.

So I'm going to just again, go back to the slides and continue on just briefly, we're nearly at the question time, so we've still got some time.

I always like to make sure that we have the conversation

about literacy because it's a really powerful tool.

There is an inbuilt keyboard within Proloquo2Go.

I think that that's a really good thing that we should start using so that,

I see learners have the opportunity to see how texts can be used within the app.

But also of course, we want to do specific literacy tasks.

Particular, there's lots and lots of literacy tasks out there.

So I'm going to just give you a couple of things that I do.

Again, just ideas, things like a text innovation.

Can be really fun so I like.

This is a nice Australian book called *Where's the green sheep?*

On the last page,

there's this lovely page with all sheep doing different things.

So this is usually where I talk about,

writing something different for

the "here's the purple sheep" "here's the sad sheep" and we practice writing that,

either using a keyboard or even using within Proloquo2Go.

I'm going to show you this feature I've then save to the book as a list view.

The power of this is,

when I'm doing story writes and writing and things with books,

is I love keeping the books on the icon Proloquo2Go to use later.

One day, I had done a particular book with the students,

and then I had the chance to visit this class.

It was probably maybe two weeks or so later,

from when we read the book.

I brought the same book that we'd read.

When we were doing the book reading as a shared group activity, without any prompting,

this young man opened up his Proloquo2Go,
went to his book page and started reading back the book to the whole class.
So whenever I turn to that page where he'd written a sentence about it and he
would,
yell at his sentence from the back.
It was amazing for me to see and it
made me realize how important it is to retell stories.
Then if we write the sentence,
write stories or correct the stories with our students,
They can use their Proloquo2Go to retell them later.
It's just such a powerful tool.
So another thing is a sixth innovations.
Brando, Brando, What do you say?
Sharae, Sharae, What do you see?
I see a pink tiger looking at me, of course, to do.
Creating that text and making a book out of it is also useful.
I have some fun apps where you can work on word families.
So quite often we'll be working on word families and rhyming.
I really like to often link that to that to the AAC.
So if we're writing, the Hot family,
we found the word hot or where are we going to find hot in our vocabulary?
So I try and match those two things together.
Then also modeling using the keyboard.
Also I'm going to show you search,
because I reckon even though search is probably
designed for the people on the environment for us to help us find words.
I actually think it's a perfect way to start

modeling and getting some literacy and sounding out stuff happening.

So let's have a look at the new search feature that came in the Proloquo2Go 5 update.

Let me just go back to my iPad.

So the first example that I spoke about with my slides,

I was talking about this sort of thing.

We're rewriting, where's the green sheep?

The difference that I've done here,

is that this page is in what's called List View rather

than the traditional grid button view that you would usually see.

To do this, what I do is I'm going into edit mode.

I push the pencil down on the bottom toolbar.

What I'm changing about this page here is,

I'm not changing the button properties,

I'm actually changing the folder properties.

I'm actually changing the display style.

So typically you will see this on any of your pages.

You'll see it in a grid view,

that by clicking it to list view,

it means that I can actually see the pages.

I find this is quite a nice way to structures for when we're rewriting stories.

So we could do things like,

here is, one of the sheep,

was a sheep flying in the sky.

Now, I'm going to show you two things because fly,

flying is obviously an action word.

So against the literacy development,

I really, really loved these A- Z lists.

They're available in the action folders,

but also in the describing folders you can access.

So you can look up words alphabetically.

If I was doing this activity,

I might say of flying.

What sound can we hear at the beginning of flying?

Let's go into our lists.

I can hear that sound.

Let's open up our sounds.

Up there's the word fly.

So I can say fly,

I can hold my finger down to get the grammar support if I want to be tricky,

Oh I have no repeat on,

so I just have to say another word.

Sorry, just ignore that. Flying

>> Here is the flying things, animals, sheep. Sheep

>> So here's my sentence I'll now go into my reading folder and of course,

I'm going to add it as a button like I did before.

I'll tap now, this time I've taken up,

I'm going to choose a picture from my camera roll.

There's the flying sheep, there he is.

So I've taken a photo out of the book so now.

>> Here is flying sheep.

>> So later when I want to retell the story,

I've got it there and it's in the list view.

It's really nice and easy to see and that's a great tool.

I showed you the A-Z lists in action words.

Of course, the other way that we could look for something would be to use the "New Search" function.

I'm going to do a couple of things here.

I'm going to write another recap to say "I went with".

Now, this is an example of something that I would do.

If I say I went with my new friend. What was his name?

Because I don't have his name already programmed into my vocabulary yet.

We might have to go into our typing view and sound it out.

Again, to access my typing,

I click my "Tools Pop-up" and go to Typing.

Now what was his name?

It was David.

David was his and let's see if we can figure out how to spell David.

Let's sound it out D-A-VID.

Can you see a word that looks like David in my word prediction?

There it is. Now let's listen to it.

>> David.

>> Yeah, that sounds right.

That's his name. Let's push Insert.

Now my sentence is getting written.

I went with David,

we'll go back home.

All the time I'm opening up the keyboard and I'm modeling typing,

within Proloquo2Go so that AAC learner always

knows that text is always available for them to type in any time.

Now we went to the museum.

I don't know where the museum is.

I know it's a place thing,

but I have no idea.

I know I'll use the new Search feature that'll help me.

I push the Tools Pop up in the bottom left corner and I click "Search",
and then I start typing in.

Firstly, you can see that your past searches are saved.

If you've been looking for a word obviously,

and I've just been traveling to the Netherlands,

so I've been searching where I would find it in my vocabulary.

So those words are then.

But as soon as I start typing M-U-S,

you can see that it's already starting to search.

Now I can search through the buttons with the symbols on them as well.

I can find the museum.

It's found museum for me in the search.

Now if I click anywhere on this bar,

it's going to actually step-by-step guide me through to find it.

I say it's a place,

but it's not on the first page of places.

I have to push more to get to the secondary level of places,

then I've got communities.

It's a community place It's not on the first page of community,

so I have to click more.

Actually when I'm there,

I can't click anywhere else.

I can only be guided to click where

Proloquo2Go is telling me to click to find the word. So I click.

>>Museum.

>> Museums. Now I've got my sentence.

>> I went with David to the museum.

>> You can see using this Search feature is a really fantastic way to be able to start modeling some typing and literacy for AAC learners.

With all of that,

I'm going to cancel this.

There's obviously a few other things and I think I've put some links to some of the training videos around the new features in Proloquo2Go.

But I'm going to go back to our slides and just

finish off and then give you guys a chance to ask any questions.

I guess I'd just like to leave you with this quote just to remind you how important you are in the whole AAC process for our learners.

Because having a communication device, an AAC system, doesn't make you an effective communicator anymore than having a piano makes you a musician.

I really think it's so important the things that we do it makes such a difference.

Getting in and modeling the core words and thinking of ways to engage and build language and builds their social skills and literacy is really, really important.

I'm going to finish with all of that and I'm going to

open up the question window and hopefully answer those questions that have come in.

I'm going to be on the line now up to the hour and if there's questions, please stay and listen to them or ask them now in the questions window.

I just should, sorry,

finish my last slide.

It is very important actually.

Some of those materials that I showed you before were from the Core Word Classroom.

It's coreword.assistiveware.com so you can access some of those materials that I referred to about helping to choose core words.

Then there's me, that's my email address.

If you've got any questions after today,

I'm happy for you to email me.

That should be in the handouts as well.

Now let's have a look at your questions that have come in.

Some things I can answer quickly.

Somebody asked about the Summer Phi in the app store.

It's actually an iPhone app.

If you're looking for Summer Phi,

you'll have to search.

There's a tab on your App Store that allows you to search for iPhone apps rather than iPad apps.

Then of course, it will go on to your iPad,

but it won't be high resolution for an iPad screen it fits

a more of a screen this fine screen,

so it's not very clear, but it still does what it needs to do,

which is to turn words into a song.

Very important. Denise has asked,

"is there criteria that you used to move from one level in progressive to the next step?"

I'm not sure if I totally understand the question,

but we did develop in Proloquo2Go crescendo vocabulary is

based on developmental frequency of used core word lists.

Actually I think I understand your question now.

You're asking how would you know to step up from one level to the next.

I think that you can make a good judgment based on how the student,

and not only the student,

but have a people in the environment are going.

If they're feeling comfortable with

the words that are there and they're needing a few more,

I wouldn't like to say that there's a prescriptive way to do it,

but I would also encourage you to not get stuck on one level for too long.

The idea is that we do step AAC learners through

onto as many words as possible in a time period that we can.

I don't want to be too prescriptive about that because I think it's

important that we be a bit flexible for the learners and what's happening.

There's lots of questions here.

I'm so sorry. I'm going to try and answer these.

Anne asked about the research on the progressive words,

and that is based, as I said,

on developmental, how words are developed and also on their frequency of use.

It's based on a lot of the core word research that is available

if you want links to any of the research and the information that we use that's creates,

it's based on the crescendo core word vocabulary.

Then please email me, and I can send you specific links.

We answered Jessica's about Summer Phi. Now next one.

Somebody wanted to know how to access the add word,

add a button feature again.

I'll just quickly put back the iPad on.

We've got time to do that.

Let me just close with that question window down.

I think I showed it a couple of different times throughout,

hopefully you've got it. Anytime

>> Want that.

>> Anytime I write something up into the top message window,

I can add it onto a button at anytime.

I navigate to the folder where I want it to be,

then I push the "Tools" button and then I click the "Add" button here.

Now this is something that has actually moved.

To be honest, it used to be up here in the Share features.

But, when we redesigned Proloquo2Go 5,

we had the opportunity to bring it down here,

which means that it's the same button size as all the other buttons on the page.

It just means that it's easier for those folk in our community that are using

key guards to be able to personally add their own buttons or whatever.

I click "Add" here and it adds it.

Then all I need to do is try and choose a symbol that I think is relevant for that.

If I don't see one come up automatically in here,

I can click and I can delete,

I can choose a symbol form of a symbol library,

or I can choose a picture or take a picture.

But once I'm happy with what I have,

I just click "Done."

Now that sentence that was up in the top message window now.

>> I want that.

>> Is now.

>> I want that.

>> On a single button.

I have answered that question.

I'm just getting out the questions again to make sure.

Jennifer has asked,

"Is progressive language available if you're using the gateway vocabulary?"

No, gateway vocabularies and add-on vocabulary that you can

buy as a purchase on product quota go,

but progressive language has been designed specifically

for and alongside our crescendo vocabulary.

It only works if you're using it for crescendo vocabulary.

Tammy has asked where's the share features,

and does it need to be turned on?

Tammy, you'll need to write something to see

the share button which is up in the top window.

So I'll just close the questions.

At the moment I'm looking at the Prologue2Go screen,

you can see let me just put this down.

Over here on the side,

there's actually no share button.

[OVERLAPPING] As soon as I write something in the message window,

then the share button appears.

What pops up in here by default,

if you've got a mouse setup or you can add it as a notes page.

If you have things like Facebook enabled or Twitter enabled or I-messages enabled,

those features will pop up for you.

Maybe you weren't seeing it because you didn't have anything written in your message window, which is a common mistake.

Someone has asked, I showed the share feature really quickly before, and you can see that when we go back into search, we do actually have the past history of all the things you've shared for, which I've searched for.

That could be a privacy issue if you've searched for something.

I'm going to cancel that,

so yes, there's a way that we can clear that,

I'll just show you quickly,

I'm going to have to push the options button,

which is the cog in the bottom right corner.

Last time I was in here,

I was doing progressive language,

so I have to back out of there, sorry.

What I need to do is I have to go into "Privacy".

Sorry. [LAUGHTER] You can do something else under restrictions.

But here it is where I can clear past searches,

so I click that and I clear "past searches".

Now when I click "search",

this window is now free.

We can definitely do that.

Hopefully, I'm getting through these questions now,

Jessica came back and found [inaudible 00:55:34] as an Android app for us as well, yes, possibly.

Heather has asked, "Is there a hide function or are you limited to

pre-selected words on progressive level options?"

You can like anything,

improving the way to go in the back-ended things in the template section.

You can make edits to the templates.

We just kind of encourage you not to do it because we haven't just

randomly arbitrarily picked those words there,

dropped back in at the different levels of developmental and frequency of use reasons.

But certainly it is possible.

So Heather, if I can just encourage you to send me an email about this,

I can send you the specific tutorial information about how you can do this.

Rather with the time that we have.

How many more questions are there?

I've got to talk fast. Data collection.

So someone has asked about data collection.

I think that in the CoWeb classroom,

we have not talked about data collection.

In the schools that we were working in,

we were encouraging them to print off the planners,

and just tick and highlight the things that they were working on and date them,

just keep track on them.

We don't have a template for it in the CoWeb classroom,

but I think it's something that we could definitely look at.

Thank you for your question in that,

that's something that we could definitely do better in the CoWeb classroom.

Someone has asked to save stories,

hopefully I did that.

So I'm going through your questions very quickly here.

Thank you for your patience with that.

If my share feature is hidden or not in the top right-hand corner,
how can I add this option?

Hopefully again, I showed that by when you put something in the message window,
you will see the share features.

"I had to go writing a book,
so somebody did something in the list,
I lost the symbols,
how do I get back to the symbols?"

I'm not totally sure what you've done there Anne.

Again, maybe can I encourage you to email me and I
can step you through how to go writing a book.

"When I pushed the folder list,
I lost the symbols, how do you get back?"

Maybe I'll just show the feature again one more time quickly and
that might help you to do it.

I think that might be the easiest way to answer that question.

On my Proloquo2Go screen,
when I did the list view,
I was on a book page like this,
so I go into edit mode,
again it wasn't a button property but a folder property that I'm changing.

I'm changing the display star.

So instead of it being a grid view,
which is the buttons,

I've changed it to a list view.

I can do this on any folder of information that I have.

Of course, it doesn't really make sense to do it on a button,
a folder that has lots of words on it,
so it's not very useful there.

However, when you've got the texts where you're writing it,
it's very useful to do it like that for writing stories,
lines in the story.

Hopefully you've seen that,
it's the folder properties here and the display style.

If you're having problems with the symbols here,
you can click on it,

and you might be able to edit the picture
options down in here if you're having troubles with the symbols.

The last question that's just come up is,
if you currently have Proloque2Go and if you update to Proloque2Go 5,
and you're using Crescendo then yes,
Progressive Language will automatically be there.

It's not an additional purchase,
it's actually an additional feature.

But it's not available in the gateway vocabulary,
which is a different vocabulary set that is available.

It's only available in the Crescendo.

To access it on Proloquo2Go,
you turn it on and off in the vocabulary section here.

So there's Progressive Language,
you can turn it off and start using it straight away.

I think we've run out of time, guys.

I'd just like to say thank you again for tuning in.

>> Thank you.

>> Again, e-mail me any of those questions after today,

I'd be happy to help out.

Sorry if I didn't get to your question,

or I didn't answer it properly via the powers of webinars.

>> Thank you so much Amanda,

it was very informative.

>> No worries. Glad to be here. Thanks so much.

>> Have a great night.

>> Thank you. Bye.

>> Bye bye.