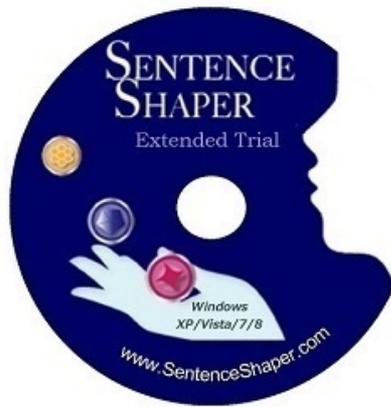


# User's Manual



Version 1.0.10

This PDF version of the SentenceShaper 2 manual was generated automatically from the online help system within the program. You can access the manual from within SentenceShaper by clicking the Help Button.

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# CHAPTER 1: READING THIS MANUAL

This section tells you how to use this manual if you are viewing it from within the program.

Topics in this chapter:

- [Viewing the onscreen manual](#)
- [Printing from the onscreen manual](#)

## How to view the onscreen manual

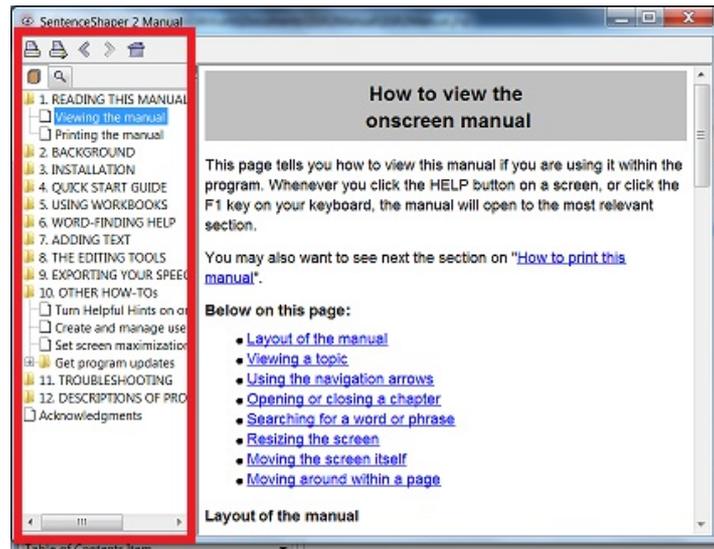
Whenever you click the HELP button on a screen, or click the F1 key on your keyboard, the manual will open to the most relevant section.

**Below on this page:**

- [Layout of the manual](#)
- [Viewing a topic](#)
- [Using the navigation arrows](#)
- [Opening or closing a chapter](#)
- [Searching for a word or phrase](#)
- [Resizing the screen](#)
- [Moving the screen itself](#)
- [Moving around within a page](#)

## Layout of the manual

This manual has two panels. The panel on the left (outlined below) has the **Table of Contents**, and the panel on the right has the **text** of each topic.



This Manual with left panel outlined

## Opening or closing a chapter

The folder icons in the Table of Contents represent chapters. To open or close a chapter, double-click its folder icon on the left side. This page is in Chapter 1, named "READING THIS MANUAL". If you double-click the chapter's folder, you will see its topics listed.

## Viewing a topic

To view a topic, click on it in the Table of Contents. It will now be highlighted in the list. For example, try clicking on the topic *Printing this manual*. You will go to that topic and it will be highlighted in the Table of Contents.

## Using the navigation arrows

The forward and backward arrows above the Table of Contents act like the forward and backward arrows on a browser. They allow you to retrace your steps. So if you click the back arrow, it will take you to wherever you were before. They are outlined in red below:



Navigation arrows

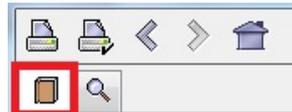
## Searching for a word or phrase

To search for a word or phrase, click the "Search" tab above the Table of Contents, type in the word or phrase, and press Enter. All pages that contain your search phrase will be listed in the left panel; the selected page will be displayed on the right.



The Search tab on left side of screen

After using the search feature, you can return to the Table of Contents by clicking the "Contents" tab (outlined in red below):



"View Contents" tab on left side of screen

## Resizing the screen

To make this manual's screen larger or smaller, pull the corners of the screen in or out.

## Moving around within a page

To scroll up or down the page, use the scrollbars on each panel.

## Moving the screen itself

To move the screen around (for example, if you are using the Manual while running the program and want to see something on the SentenceShaper 2 screen), drag it by the blue bar on the top.

## Printing the manual

Below are instructions for printing out all or part of the manual.

## Printing out a page from within the help screen

To print out the page you are on, use these two buttons on the upper left of the help screen. They are outlined in red below. The one on the left is the **Print Button**; to its right is the **Page Setup Button**.



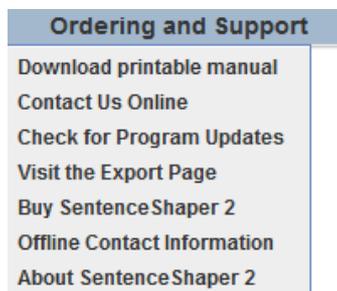
The Print Buttons

You will want to make sure that your printer is set to reduce each page to fit on one sheet of paper, because the type font is large in the online manual in order to make it more readable on the computer screen.

## Download the Manual in pdf format

To print out a copy of the entire manual, we suggest that you use a printable version of the manual in PDF format posted on our website. This manual will be updated regularly and posted on our website, [www.sentenceshaper.com](http://www.sentenceshaper.com).

If you have an Internet connection on the computer with SentenceShaper 2, you can access this PDF version of the manual from within the program. To do this, just click on the **Support and Ordering Menu** at the top of the Welcome Screen. Open this menu and click on "Download printable manual":



Ordering and Support Menu

If you do not have an Internet connection on this computer, you can use another computer and go to this URL:  
[www.sentenceshaper.com/aphasia-software/manuals.html](http://www.sentenceshaper.com/aphasia-software/manuals.html)

## CHAPTER 2: BACKGROUND

Welcome! This first chapter gives you some background about SentenceShaper: why it works, how it can be used, and research studies about the program.

Topics in this chapter:

- [What is SentenceShaper 2?](#)
- [Who can use it?](#)
- [Why does it work?](#)
- [A communication aid](#)
- [A therapy program](#)
- [Published research studies](#)

### What is SentenceShaper 2?

SentenceShaper® is a novel, patented software program that helps people with aphasia to communicate **in their own voices**. The user records spoken words or phrases and combines them into sentences by dragging icons on the computer screen.

The program can be used as a communication and as a therapy tool. Its positive effects as both a communication aid and a language therapy tool have been reported in published research studies funded by government grants. This new version makes the program more interesting to use and allows it to target specific linguistic structures.

Key features in SentenceShaper 2 include:

-- **Pictures** can be displayed on the screen, and word-finding support can be tailored to each picture or topic.

-- **Workbooks:** Sequences of SentenceShaper screens can target a particular structure or type of speech (15 workbooks are included, a total of approximately 800 screens)

For *treatment*, the workbooks make it possible to target specific structures or tasks through picture description with word-finding support, spoken prompts, and models of correct answers. The support for speech provided by SentenceShaper lets the user try to produce structures that rarely if ever appear in their unaided speech.

For use as a *communication aid*, the workbook mechanism makes it possible to create electronic scrapbooks, videos, etc., pairing personal photographs with spoken comments in the user's own voice.

A **recording interface** makes it easy for users to record their speech.

Three **editing tools** (available in some versions of the program) allow the caregiver, clinician, or user to make changes that can be as simple as adding a few words to personalize the system or as ambitious as creating and distributing new treatment workbooks or electronic photo albums.

A **text area** allowing users or caregivers to enter text on the main screen. This text can be created with the help of third-party programs such as WordQ, which can play back text and even suggest new words.

The ability to create videos that contain the user's recorded Speech along with any images and text that has been added, for use on handheld devices or posting on the Internet. In addition, the program can now send your videos as emails.

## Who can use SentenceShaper 2?

Below are some notes about the kinds of people who have shown positive effects in studies to date.

- People with **fragmented, non-fluent speech** are frequently able to record short sound clips and piece them together into much longer and more grammatical structures. Their productions on the system can also be much more **fluent** than their unaided speech, since they will not contain all the hesitations, false starts, and errors created along the way.
- People with **word-finding problems** may create better speech with the program by using the built-in word-finding tools, and also by playing back words or phrases they have recorded, which can stimulate new words.

-- People who make **errors of word choice** may be able to notice these errors more easily when they play them back; they can then fix the errors by recording new sound clips.

-- People who have **trouble speaking intelligibly** (due to apraxia, etc.) may be able to produce much clearer speech on the system, since they can revise and evaluate their speech. They may also benefit from recording their utterances in small chunks...a long word can even be broken up into several smaller chunks.

## **Abilities that are NOT required**

-- **Computer skills:** While experience with a computer is useful, it is not necessary. Use of the program requires only single-clicking and dragging. A touch screen monitor (which is often built in to tablet and laptop computers) can be helpful for a person who has never used a mouse. However, people with hemiplegia have operated the mouse with their non-dominant hand in several of the research studies.

-- **Reading and writing:** The program does not require text skills. Vocabulary Cue Buttons and the WordFinder display text words, but clicking these words causes their pronunciation to be played aloud. The Caption Box allows users to or caregivers to enter text; third party programs such as WordQ can be used to play back this text and to suggest appropriate continuation words.

## **Some prerequisites**

The following abilities may be required for effective use. However, most studies to date have emphasized largely independent use, so if the individual has a helper, these requirements may not be as important.

-- Relatively good **single word comprehension**

-- Ability to **detect errors when listening** to speech (this is easier than noticing errors in one's own speech while talking)

-- Absence of severe impairment to **executive function**.

Related topic:

- [Research about SentenceShaper](#)

## Why it works

SentenceShaper is based on a very simple fact: People with aphasia and other language problems may still know a lot about their language but their language processing is **slowed down**. It takes them longer to think of words, and then the words that they do produce may vanish from memory before they can be combined with other words. They may not even be able to create simple sentences.



SentenceShaper addresses this problem by providing **memory support** and by making it easier for people to **self-monitor**, that is, to listen carefully to what they are saying. How? By letting the user record words or phrases, play them back, and build them into sentences by dragging icons on the computer screen.

-- **Replaying** recorded speech clips allows the user to refresh his memory of the words he has already produced, so that they don't have to be maintained in memory.

-- By **ordering these clips** in sequence, the user can create sentences (and whole messages) without having to hold everything in her memory all at once.

-- Being able to play back their utterances allows users to self-monitor, that is, to **listen to their own speech**. It is often hard for people with language problems to self-monitor at the same time as they are speaking.

Once they are finished speaking, the utterance may fade from memory quickly, making it hard to notice errors or omissions..

Published studies have shown that it can help in two ways:

**"Aided effects"** : Spoken utterances created while using SentenceShaper (*aided* utterances) are often far better -- in terms of grammatical structure, word choice, fluency, or other measures -- than utterances produced without using the system (*unaided* utterances).

**Treatment effects:** For some people, these aided effects carry over into spontaneous, unaided speech after a period of SentenceShaper use. Their utterances may become longer, more structured, more fluent, and/or more informative following regular home use of SentenceShaper for a period of time. See the ["Research" section](#) later in this chapter for more details.

## Using SentenceShaper as a communication aid

Speech created with the program can be used in many different social situations, described briefly here. (For more details, please visit [www.SentenceShaper.com](http://www.SentenceShaper.com), our website.) Because treatment effects have been found when SentenceShaper is used over a period of time (see the [research summary](#)), regular use of the program as an assistive device may bring about treatment effects as well. That is, the user's natural, unaided speech may improve.

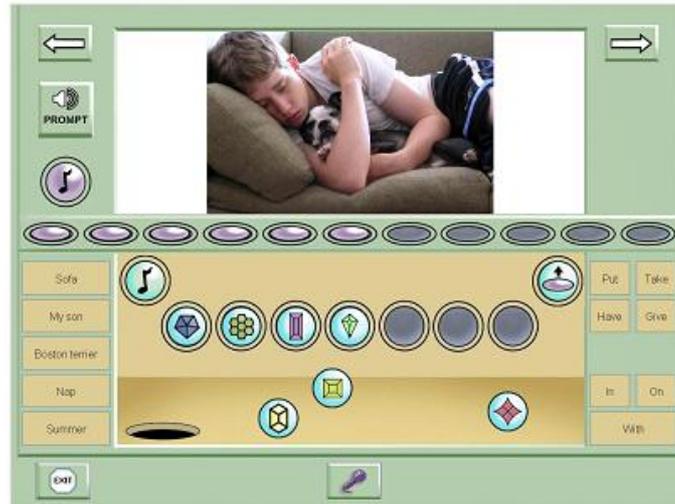
Topics below on this page:

- [Electronic scrapbooks](#)
- [Emails](#)
- [Public speaking](#)
- [Use on portable devices](#)

### Electronic scrapbooks

We use the term "electronic scrapbook" here to refer to a SentenceShaper 2 workbook in which most pages have the user's

personal photos accompanied by spoken comments in his or her own voice.



Page from an electronic scrapbook

Users' speech on SentenceShaper is often much better than what they can create without this support. Speech created with the program may have more grammatical structure, or better word choice, or more intelligibility, or simply more fluency than the user's "offline" spontaneous speech.

If necessary, and if the clinician or caregiver has time, customized word-finding support can be added to each page to help the user create his or her comments. Sometimes it is also helpful to record a few key words or phrases to help organize the remarks. (Often the user and helper record these key words/phrases together, and then the user works independently to create the comments.)

The workbook can then be opened and presented to others by clicking the forward arrows to page through it, rather like a PowerPoint presentation.

## Emails

You can email the user's SentenceShaper productions from within the program. Detailed instructions about how to do this are provided in [Chapter 9](#).

## Public speaking

SentenceShaper has been used to create public speeches in both formal and informal situations. For example, a city councilman in New Jersey used it to campaign successfully for re-election, and a woman in Pennsylvania presented a moving speech to over a thousand people. (For more information about these and other speeches, please visit our website, [www.SentenceShaper.com](http://www.SentenceShaper.com).)

Sometimes these speeches have been played directly to an audience, while on other occasions they have been transferred to a [portable device](#) and used to help the person deliver the speech "live."

There are frequently opportunities for this kind of use in small group settings. For example, people in a travel club at one aphasia center created electronic scrapbooks about their vacations, and then these scrapbooks were presented to the group by running them with an overhead projector. Book clubs (often using recorded books) offer another opportunity for people with language problems to create comments on the material in their own voices, taking all the time they need to create their comments.

These spoken productions, whether delivered to large or or small groups, can often demonstrate the user's preserved language and cognition quite dramatically by virtue of their complexity, humor, and emotional expressiveness.

## **Use on portable handheld devices**

Because SentenceShaper helps people to create better speech, it offers a way to prepare ahead of time for certain kinds of social situations. In particular, it is especially suited to situations in which there is a specific message that the person wants to get across-- describing some medical symptoms to a doctor, giving advice to a family member, telling a joke, making a toast, or describing the specifics of something one wants to purchase (a house, a TV, a vacation, etc.) to a sales person. In all these cases, the person knows ahead of time what he or she wants to say, and can prepare comments and questions in advance.

How could these prepared comments be used in real life? In some cases, functional use may not require portability (e.g., comments can be played

over the phone or the listener can play them on a desktop computer), but more commonly it does. Therefore, it may be useful to simply download onto phone or tablet the spoken files created by the user and turned into videos from within the program (see the section on [Videos & Email](#) for details). The user can play them silently to himself or herself and then try to produce them with "live" speech; or, in some cases, can just play the prepared utterances directly to the listener.

This kind of use of SentenceShaper is not meant to replace other kinds of devices that can play common phrases used every day and other high-frequency utterances. But SentenceShaper allows the user to create much more complex and situation-specific utterances, which can facilitate communication and also demonstrate that the speaker is capable of expressing much more complex ideas than others may have appreciated.

## **Using SentenceShaper as therapy program**

Given the program's flexibility, it can be used to implement many different kinds of language therapy. The published studies to date have used what we'll call "Narrative-based SentenceShaper therapy", but this is not the only way that the program can be used. (See the summary of [research studies with the program](#) later in this chapter.)

Features of "Narrative-based SentenceShaper therapy:

### **Emphasis on creating full sentences**

Participants were strongly encouraged to create full sentences in the Sentence Row.

### **Encouragement to self-monitor**

Participants were also reminded to replay their utterances regularly, and to look for ways to improve and expand a sentence under construction.

### **Narrative practice**

Virtually all studies emphasized the creation of multi-sentence narratives (retelling personal stories, movies, TV shows, etc.) rather than single picture description.

People who were too severely impaired to retell an entire movie or television show were asked to describe multi-picture sequences or wordless picture books, such as "Carl" wordless picture book series (<http://www.gooddogcarl.com>); or to create imaginary "sequels" or "prequels" for simple pictures, imagining what might have happened after or before the scene depicted in the picture

## **Generalization modules**

In a few studies, participants practiced a particular structure with a constrained, single-picture description task. This was followed by a generalization module, a period of SentenceShaper use in which the participant was asked to create speech on topics of personal interest but using the trained structure as much as possible.

## **Homework**

Regular homework was assigned.

## **Approach to word-finding problems**

When word-finding problems arose, we encouraged circumlocution and use of the Vocabulary Cue Buttons to find another way to express the idea, or even to help with idea generation. The Word-Finder was rarely used in treatment studies, because the emphasis was on developing strategies to handle word-finding problems.

Related topics:

- [Research about SentenceShaper](#)
- [People involved in SentenceShaper research](#)
- [Tips on creating better speech with the program](#)

## **Research about SentenceShaper**

A number of published studies have examined the program. Visit our website, [www.SentenceShaper.com](http://www.SentenceShaper.com), for a regularly updated PDF file summarizing SentenceShaper research to date.

On this page:

- [Summary of research findings](#)
- [Researchers](#)
- [Publications](#)

## Summary of research findings

Two kinds of positive effects have been reported:

-- "**Aided effects**": Spoken utterances created while using SentenceShaper (*aided* utterances) are often far better -- in terms of grammatical structure, word choice, fluency, or other measures -- than utterances produced without using the system (*unaided* utterances).

-- **Treatment effects**: For some people, these aided effects carry over into spontaneous, unaided speech after a period of SentenceShaper use. Their unaided multi-sentence narratives (on unpracticed topics) may become longer, more structured, more fluent, and/or more informative following regular home use of SentenceShaper for a period of time. This is an impressive outcome, because aphasia treatment rarely generalizes to connected speech.

However, these studies are relatively small, and have focused entirely upon people with non-fluent aphasia. Informal observation suggests that the program may be helpful for other populations (e.g., apraxia, pediatric language disorders), but there are no data as yet. In addition, the relatively small number of participants in the existing studies, along with the methodological challenge of controlling all variables in studies with long-term, semi-independent use of the program in participants' homes, make it hard to predict who will show these effects, or how to bring them about most reliably.

## Researchers

People who we have collaborated with in research studies about SentenceShaper:

*At Moss Rehabilitation Research Institute, Philadelphia, PA:*

Myrna Schwartz, Megan Bartlett, Ruth Fink, Roberta Brooks, Susan Kohn, Monica Chun, Lauren Leiter, Laura MacMullen, Diane [Locatelli] Stephens, Jennifer Lowery

*At the University of Maryland School of Medicine:*

Rita Berndt, Denise McCall, Telana Virata

## **Selected publications about SentenceShaper**

Linebarger, M.C., Schwartz, M.F., Romania, J.F., Kohn, S.E., & Stephens, D.L. (2000). Grammatical encoding in aphasia: Evidence from a "processing prosthesis". *Brain and Language*, 75, 416-427.

Linebarger, M.C., Schwartz, M.F., & Kohn, S. E. (2001). Computer-based training of language production: An exploratory study. *Neuropsychological Rehabilitation*, 11(1), 57-96.

Linebarger, M.C., McCall, D., & Berndt, R.S. (2004). The role of processing support in the remediation of aphasic language production disorders. *Cognitive Neuropsychology*, 21, 267-282.

Linebarger, M.C., & Schwartz, M.F. (2005). AAC for hypothesis-testing and treatment of aphasic language production: Lessons from a processing prosthesis. *Aphasiology*, 19, 930-942.

Bartlett, M.R., Fink, R.B., Schwartz, M.F., & Linebarger, M.C. (2007). Informativeness ratings of messages created on an AAC processing prosthesis. *Aphasiology*, 21:5, 475-498.

Linebarger, M.C., McCall, D., Virata, T., & Berndt, R.S. (2007). Widening the temporal window: Processing support in the treatment of aphasic language production. *Brain and Language*, 100, 53-68.

Fink, R.B., Bartlett, M.R., Lowery, J.S., Linebarger, M.C., and Schwartz, M.F. (2008) Aphasic speech with and without SentenceShaper: Two methods for assessing informativeness. *Aphasiology*, 22, 679-690.

Albright, E., & Purves, B. (2008) Exploring SentenceShaper: Treatment and augmentative possibilities. *Aphasiology*, 22, 741-752.

McCall, D., Virata, T., Linebarger, M., & Berndt, R.S. (2009) Integrating technology and targeted treatment to improve narrative production in aphasia: A case study. *Aphasiology*, 23:4, 438-461.

Linebarger, M.C., Romania, J.R., Fink, R.B., Bartlett, M., & Schwartz, M.F. (2008) Building on residual speech: A portable processing prosthesis for aphasia. *Journal of Rehabilitation Research and Development*, 45:9, 1401-1414.

Dahl, D.A., Linebarger, M.C., and Berndt, R.S. (2008) Improving automatic recognition of aphasic speech through the use of a processing prosthesis. *Technology and Disability*, 20, 283-294.

True, G., Bartlett, M.R., Fink, R.B., Linebarger, M.C., and Schwartz, M.F. (2009) Perspectives of persons with aphasia towards SentenceShaper To Go: A qualitative study. In press, *Aphasiology*.

## CHAPTER 3: INSTALLATION AND SETUP

Topics in this chapter:

- [Computer requirements to use the software](#)
- [Installing the program](#)
- [Launching the program](#)
- [Activating the program](#)
- [Testing your microphone and speakers](#)

### Computer requirements

**Operating system:** Windows XP, Vista, Windows 7, or Windows 8. SentenceShaper does not yet run on iPads or other Apple devices. However, it does run well on Windows tablets, as long as they are running full Windows 7 or 8, not Windows "RT".

**Sound card, speakers, and microphone.**

**Disk space:** The program itself requires almost 500 MB of disk space, and you will need more space to store the sound files you will be creating.

**Screen resolution:** The program requires a screen resolution of at least 1024 x 768 pixels (see below on [how to adjust your screen resolution](#) ). Most computers (with the exception of some tiny "netbooks") have at least this resolution.

A touch screen can be helpful. You can buy a separate touch screen monitor or purchase a laptop or tablet computer with the touch screen built in. If you buy a tablet, be sure that it runs Windows.

### How to adjust your screen resolution

If SentenceShaper doesn't fit on your screen, you may need to adjust the **screen resolution**. To do this, right-click on the desktop and select **Properties**. Under **Settings**, set the screen area to 1024 x 768 pixels (usually by moving a slider) and click **Apply**. You may want to note the

original setting, in case you wish to reset your screen after using SentenceShaper.

Computers differ in how you change the screen settings. Sometimes when you right-click on the Desktop you will see the option **Personalize**, and then a set of options including **Display Settings**. On other computers, you will see **Screen resolution** listed when you right-click the Desktop. Please give us a call if you run into difficulties with this.

## Installing the program

On this page, we walk you through installing the program on your computer.

You will need to have administrator privileges to install the program, but all users on your computer will be able to run SentenceShaper 2 once it is installed.

Topics on this page:

- [How to install from a CD](#)
- [How to install from an Internet download](#)
- [Where to find the program on your computer](#)

### How to install from a CD

1. Put the SentenceShaper 2 CD in the CD drive.
2. After inserting the CD, open Windows Explorer (also called My Computer or just Computer). You will see your CD drive listed with the name "SentenceShaper 2" next to it.
3. Double click on it, to view the contents of the CD, unless Windows does this automatically. You should see a file listed with the name "InstallSentenceShaper2<Edition>.exe". This file is the "installer" program that will actually put SentenceShaper 2 on your computer.

Note: this program may also be named "setup.exe" or something else, depending upon the version and distributor. Also, your computer may not display the ".exe" ending of the file name.

4. Now double click on this "exe" file. There may be a delay, possibly for as long as a minute, before you see anything happen. (Don't keep clicking on it.)
5. In most versions of Windows, you will now see messages asking you to give permission to proceed with the install. The messages may look alarming, but they are normal, and you should click "Yes" or "OK". If you have an antivirus program, it may well chime in with its own set of warnings and queries.
6. When the program has been installed, there will be a screen telling you that the installation is complete.

## **How to install from an Internet download**

Trial copies of the program (and eventually full versions as well) can be downloaded from our web site, [www.sentenceshaper.com](http://www.sentenceshaper.com).

When you download SentenceShaper 2, what you are downloading is a file named "InstallSentenceShaper2<Edition>.exe". This file is the "installer" program that will actually put SentenceShaper 2 on your computer. Your computer will probably ask you whether you want to RUN or SAVE the installer. We strongly recommend that you SAVE the file and remember where you put it on your computer. (If you were to choose RUN, the installation might be incomplete and the program might not run properly.)

Then locate the file on your computer, and follow steps 4-6 above.

## **Where to find the program on your computer**

In Windows 7, the program will be installed to c:\Program Files(x86)\SentenceShaper 2. In earlier versions of Windows, it will be in c:\Program Files\SentenceShaper 2.

## **Launching the program**

### **Launching the program from the desktop shortcut**

After the installation program is finished, you will find a shortcut to SentenceShaper 2 on your desktop. To launch the program, double-click the shortcut. It looks like this:



The desktop shortcut

## Activating the program

Unless you are using a trial copy, the first time you run the program it will ask you to enter your activation code. This activation process requires a one-time-only use of the Internet. If the computer on which you have installed SentenceShaper 2 is connected to the Internet, then when you click the **Activate** button and follow the instructions, your program will be activated and you will never be asked to activate the program again on this computer.

That's all!

Further down on this page are instructions for some special situations that may complicate (but will NOT prevent) activation. You can use these links:

- [What do do if you don't have an Internet connection](#)
- [What to do if you are in an institution's network and there is a "proxy server"](#)

### What to do if you don't have an Internet connection

You can still activate the program in this case, but the process is a bit cumbersome. If you have access to another computer that **is** connected to the Internet, and if you have a way of transferring files between these two computers (a USB drive, CD, etc.), here's what you do:

1) Locate the SentenceShaper 2 folder on your computer. The installation program puts SentenceShaper in **c:/Program Files/SentenceShaper 2/** unless you chose another location during the installation process.

Note: One easy way to find the SentenceShaper 2 folder is to right-click on the desktop shortcut, then click "Properties", then click "Open File Location". This puts you inside the SentenceShaper 2 folder. (This may not work on all versions of Windows.)

2) Next, copy the file named **sentenceshaper.LIC** from this folder onto USB flash drive, CD, or other portable device for storing computer files.

**Note: this file will only be in the SentenceShaper 2 folder if you have already tried to activate the program on your computer, and if SentenceShaper detected that the computer was not connected to the Internet.** So even though you know it will fail, **click the Activate button and wait until you see a screen that says "*It looks like this computer isn't connected to the Internet...*"**

(Note: depending on your computer settings, the file "sentenceshaper.LIC" may be displayed as just "sentenceshaper". That's still the right file.)

3) Now go to any computer which has access to the Internet (it need not be your computer and can be at a library, friend's house, etc.), and insert the USB drive, CD, etc., into this computer. **Be sure to bring your activation number with you, as you will be needing it.**

4) Access the Internet and go to <http://www.softworkz.com/offline>

5) You will see a screen with the words **Offline activation - Upload .LIC file**. Click on **browse**, and locate the file sentenceshaper.LIC on your USB drive or other storage media. Then click **Upload file**.

6) Now you will see a screen asking you to type in your activation code. It will also ask you to create a password, and to type in your email address (if you have one). The reason it asks for your email address is so that it can send you your password if you need it at some future time.

7) Now click *Activate*. Assuming that the activation is successful, you will now see be able to click on a button labeled *Download License (.CDM) File*. You will be given instructions on how to download a file called **sentenceshaper.CDM** onto your USB drive or whatever.

8) Now take the USB drive or whatever back to the computer where the program is installed and copy this "sentenceshaper.CDM" file into the SentenceShaper 2 folder.

9) When you have copied this CDM file into the SentenceShaper 2 folder, SentenceShaper 2 will be activated.

## **Institutional network with a "proxy server"**

If you are having trouble accessing the Internet during activation, call the computer services staff to help you. The activation window has a place where proxy server settings can be typed in during the activation process.

## **Testing your microphone and speakers**

The first time you run SentenceShaper 2, you will be asked to go through a quick test of your microphone and speakers. This will allow you to make sure that both are hooked up and that the volume settings are correct. You can access this test later from the **Sound Test** menu at the top of the Welcome Screen.

You may want to run this test later on if you find that the speech recorded by a particular person is too loud or too soft. It provides easy access to the Windows volume control settings.

We recommend that you plug in your microphone BEFORE launching SentenceShaper. Sometimes you may need to go into the Windows Control Panel and open the audio settings screen to make sure that your computer is actually set to use a particular microphone.

## CHAPTER 4: QUICK START GUIDE

This QuickStart Guide walks you through a series of steps to familiarize you with the program as quickly as possible. It covers much of the same information as the two **Sentence Shaper Tutorial Workbooks** that you will see when you first start up the program.

Topics in this chapter:

- [Launch the program](#)
- [Open Tutorial Workbook 1](#)
- [Page forward in the workbook](#)
- [Record snippets](#)
- [Make a sentence](#)
- [Create a story](#)
- [Use the Vocabulary Cue Buttons](#)
- [Tips on creating better speech](#)
- [Main Screen wrapup](#)
- [Other available features](#)
- [Exit ...what now?](#)

### Launch the program

After the installation program is finished, you will find a shortcut to SentenceShaper 2 on your desktop. To launch the program, double-click the shortcut. It looks like this:



The desktop shortcut

You will now be asked to type in a **user name**. Type in a name and click "Done". This will take you to the **Welcome Screen** (shown below), where you will see your user name highlighted on the left:



**The Welcome Screen**

On the right side of this screen, notice that your new user is set to run a workbook named "SentenceShaper Tutorial 1." Workbooks will be explained shortly. For now, just **click the Button** labeled "Start this Workbook" (circled above), and go to the next step.

[Go to next page](#)

## Open Tutorial Workbook 1

After you click "Start this workbook", you will be on the first page of the SentenceShaper Tutorial 1 workbook. A workbook is a set of screens that are grouped together like the pages in a book. (*Note: We refer to screens in workbooks as "pages", but they are not actual paper pages.*)

There are two tutorial workbooks. They are designed to introduce you to the program. The first tutorial has a short series of pages teaching you the basics of how to use the program. The second tutorial tells you more about workbooks, and provides sample screens from all the built-in workbooks.

We recommend that you go through **both** tutorial workbooks.

[Go to next page](#)

## Page forward in the workbook

You can move forward and backward in a workbook by clicking buttons on the screen. On the upper right of the screen, you will see a button we will call the **Forward Arrow**. It looks like this:



Forward Arrow to go to next page

After the first page, you will also see a **Backward Arrow** on the upper left, which takes you to the previous page of the workbook..

[Go to next page](#)

## Record some "Snippets"

To illustrate how SentenceShaper works, we will describe how you would create a sentence to describe a woman feeding a cat. The example workbook page will show is from the "A1" workbook.



Rather than trying to say the whole sentence at once, we would record it in small chunks.

At the bottom of the screen, in the center, is the **Microphone Button**, which looks like this:



The Microphone Button

When you click this button, a small screen called the **Recording Box** will open up. Whenever you see this box, it means that your voice is being recorded. It looks like this:



The Recording Box

The first time you see this box, you may be surprised, and may not have anything you want to record. In that case, just click the red **"Cancel" Button** on the bottom left of the box. This will close the box without recording anything.

Here's how you would begin:

- First, click the Microphone Button,
- As soon as you see the Recording Box, say "the woman."
- Now click the green **"Done" Button** on the bottom of the Recording Box.

The box will close, but now an icon rather like a crystal ball will appear somewhere in this lower part of the screen. Whenever you click this icon, it will replay your utterance ("the woman"). It will shrink as it is played, to make it clear which one is playing. We will refer to this recorded speech fragment and its associated icon as a **Snippet**. It will look like this:



Brand new snippet

Repeat the process, this time recording "is feeding". A second shape will appear, playing back this second utterance when clicked. (Note: the most recently created snippet has a purple ring around it.) The pictures on the snippets don't mean anything. They are just arbitrary crystals to help users tell them apart....and of course all you have to do is click a snippet to hear its sound clip.

The part of the screen where our newly recorded snippets appeared is called the **Work Area**. Your screen will look something like this after you create the second snippet:



Work Area with two Snippets (circled)

Your screen may not look exactly like this. For example, your snippets may have different designs on them, or they may be in different places within the Work Area. They can pop up anywhere in this area. The next step is to begin making a sentence from these snippets.

[Go to next page](#)

## Make a Sentence

Now we are going to start building our two snippets into a sentence.

Drag both snippets up to the **Sentence Row**, a series of seven slots in the middle of the screen. Put them into the first two slots as shown below, with the newer shape on the right:



Two Snippets in the Sentence Row

On the upper left of this Sentence Row is a button with a triangular "play" symbol (circled above). This is the **Play Sentence Button**. Click it and listen as the system plays the two snippets in order ("the woman", "is feeding"). Each snippet will shrink a little as it is played, so you will know which one is playing.

Now let's create a **word order error** by re-ordering the snippets in the Sentence Row. To do this, just drag the left-hand snippet across its neighbor to a slot somewhere on the right. (The program just ignores empty slots, so you can put it anywhere on the right.) Now replay the sequence ("is feeding", "a woman"). Correct the order by moving the snippets again.

**This simple example shows an important function of SentenceShaper: allowing the user to self-monitor -- to listen to his or her own speech. People with aphasia often detect errors (of word order, morphology, word choice) when they are LISTENING to an utterance. But it is hard to listen to their own speech while they are busy speaking, and after they are finished speaking the memory of the words may start to fade. Playing back sequences of snippets makes it possible to self-monitor at the sentence level.**

Finally, let's record a third snippet, "the cat," and add it to the sentence.

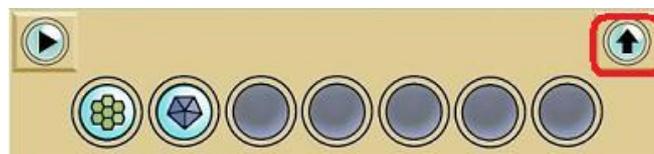
In this example, we recorded the snippets in the same order as they appeared in the final sentence (the subject noun, then the verb, then the object noun). But often users will think of the most salient word first, before it can be used in the sentence. SentenceShaper allows the user to save any relevant words by recording them as soon as they come to mind, and leaving them in the Work Area until they can be added to the sentence. So if the user thinks of "cat" first, it can be recorded, to wait in the Work Area until the sentence is ready for a direct object.

[Go to next page](#)

## Create a Story

The **Story Row** at the top of the screen is where you build up multi-sentence productions. They can be stories, email messages, speeches, political comments, or whatever.

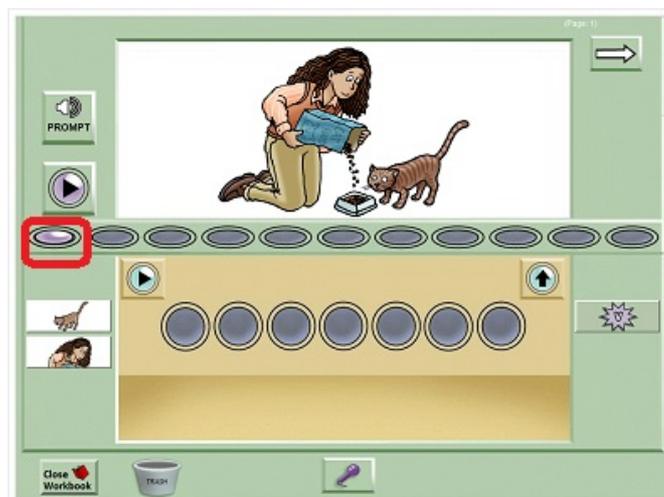
On the previous page of the QuickStart Guide, we told you how to create a sentence about a woman feeding a cat. To use this as the first sentence in a story, you would click the "**Make a Bean**" Button. This is the button on the upper right of the Sentence Row (circled below):



Sentence Row ("Make a Bean" Button circled)

Clicking this button will take the entire sequence of snippets in the Sentence Row and replace it with a sentence-level icon, a purple oval that we will call a "**purple bean.**" The purple bean will appear in the **Story Row**, the line of 11 slots above the Sentence Row. When you click this purple bean, it will play back the entire sequence of snippets.

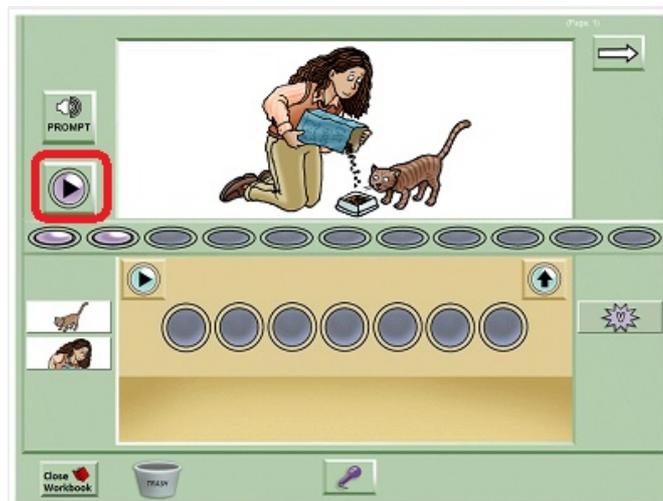
Here is what your screen will look like after you click the Make a Bean Button. The Sentence Row will be empty and the Story Row will have one bean (circled below).



Story Row with one purple bean

Let's create another sentence (purple bean) and add it to the Story Row. For example, a good generalization exercise for a simple picture like this is to ask the user to imagine what happened *before* or *after* the event in the picture. So we could add a sentence like "Then the woman and the cat took a walk".

Now let's play our mini-story. Above the Story Row is a button with a triangular "play" symbol, the **Play Story Button**:



Story Row, Play Story Button circled

Clicking this button will play both sentences in order. Each purple bean will shrink as it is played. You can also click each bean individually.

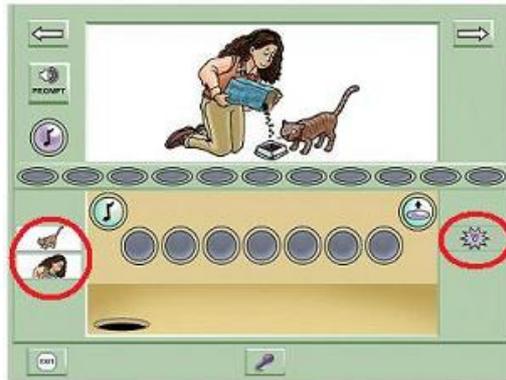
The beans in the Story Row can be moved around to reorder the narrative or to make room for a new sentence in a given slot.

As with sentences, the program's memory support allows the user to create stories in very small chunks, playing back the story in progress and modifying it as needed. By separating listening from talking, the program lets the user self-monitor, and pay attention to missing or incorrect elements at every level: words, sentences, and full narratives.

[Go to next page](#)

## Use the Vocabulary Cue Buttons

Sometimes the user will need help finding words. The **Vocabulary Cue Buttons** on the right and left of the main screen display either written text or small images. When the user clicks on a Cue Button, the system plays a pre-recorded word or phrase aloud. On the page shown here, the Cue Buttons (circled below) have images on them:



Main Screen with Vocabulary Cue Buttons circled

The buttons on the left play the relevant noun phrases ("the woman" and "the cat"). The button on the right plays the verb "feeding" and displays an icon often used for verbs:



Verb Icon on Vocabulary Cue Button

To add a Vocabulary Cue Button word or phrase to a sentence, the user **repeats the word in his or her own voice**. You may wish to try this out: click a Cue Button and record it in your own voice.

The Cue Buttons are fully customizable in versions of the program that allow access to the editing tools. You can add words or phrases relevant to the user or your treatment materials.

There is another tool to help with word-finding, called the **WordFinder**. It is discussed in [Chapter 7](#) ("Word-finding help").

[Go to next page](#)

## **Tips for creating better speech with the program**

Below are a few suggestions for how to create better speech with SentenceShaper. They have evolved over a number of years of research with the program, focusing primarily upon non-fluent aphasia.

### **Replay sound clips and sequences**

It's a good idea to remind users to replay their recorded sound clips, especially when they have started to drag shapes up to the Sentence Row. This will help to keep the material activated in memory, and may also improve self-monitoring; users may notice errors or omissions and correct them.

### **Record SHORT sound clips**

We suggest that users be encouraged to turn off the microphone (by clicking the **Done Button** in the recording box) as soon as they feel themselves running out of words; and, more generally, that they record fairly small chunks of speech in each shape.

This makes it easier to:

- Revise part of a sentence without re-recording the whole thing.
- Avoid recording long pauses, which will be annoying on playback.
- Create more intelligible segments (for people with articulatory problems)

### **Encourage creation of full sentences**

SentenceShaper is designed to allow creation of longer and more complex structures than may be possible in spontaneous speech. So users may need to be encouraged to attempt more ambitious structures in the beginning, as they may be in the habit of relying on nouns and other fragments to convey their messages.

### **Discourage perfectionism**

Excessive perfectionism should be discouraged. Correcting morphological errors may distract the user from the deeper process of grammatical

encoding. If the user's production contains a serious lexical or grammatical error it may be more effective to ask her to replay it and try to find the error herself.

If the user experiences word-finding problems, rather than providing the word, you may want to encourage **circumlocution** (finding a different way to express the idea), **replay** of existing material which may trigger the word more easily as a sentence completion, or use of the **Vocabulary Cue Buttons**.

Sometimes playing the Vocabulary Cue Buttons can help the user to think of what to say; see the discussion of "[Preposition/Verb Bootstrapping](#)" in Chapter 7.

## **Encourage independent use**

People may use SentenceShaper more effectively if they are left alone with the system for increasingly longer periods of time.

## **Record everything that comes to mind**

We encourage most (but not all) people to record any word that comes to mind, even if it cannot be incorporated into the sentence at that time. The Work Area can be used to store elements that may be useful later in the sentence. (Some people, however, may be distracted by having too many lexical options floating around in the Work Area.)

## **Leave empty slots**

It is best to leave a few empty slots in both the Sentence and Story Rows, so that elements can be added or re-ordered.

## **Create first drafts**

For a longer story or message, it may be useful for the user to record a few snippets (sound clips) that can provide a kind of rough draft or outline, by recording a key word or two for each basic idea and moving these snippets to the Story Row. Later on, he can go back and flesh out each snippet into a full sentence.

## Chunk collapsing

People who can only produce a word or two at a time during their first attempt at producing a sentence may benefit from a two-stage process of sentence creation: (1) first the user creates a sentence by recording a number of shapes, each with a small sound bite such as a single word or phrase; (2) then the user re-records this entire sentence as one utterance, i.e., in a single shape. This may require frequent replay of the individual shapes. Such an exercise may improve both verbal fluency and morale, as many people find it encouraging to hear themselves speaking in longer, prosodically appropriate utterances.

[Go to next page](#)

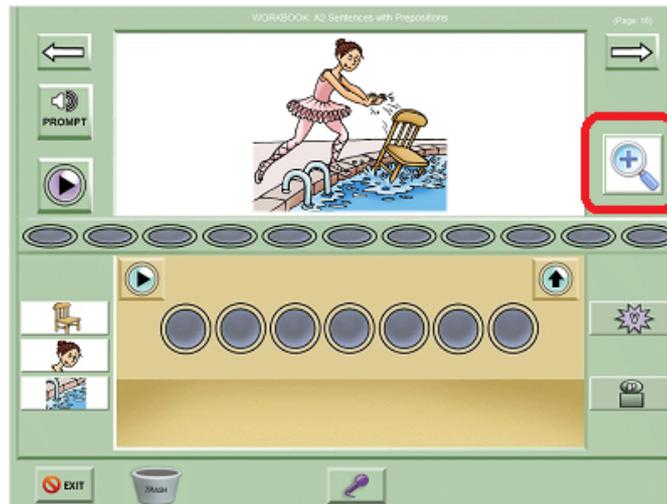
## Main Screen wrapup: More features

In this step, we take a quick look at some other features of the Main Screen. The links below will take you to sections on this page:

- [How to enlarge the picture](#)
- [How to delete a snippet or a bean](#)
- [How to "un-delete" a snippet or bean](#)
- [The "Helpful Hint" popup messages](#)
- [How to play the Page Prompt](#)
- [How to stop a sound file from playing](#)
- [Use the space bar to record snippets](#)
- [Get help with the F1 key](#)

## How to enlarge the picture

If there is a picture on the screen, you can enlarge it by clicking the Enlarge Button, circled below. Click the button again to return the picture to normal size.



Main Screen with Enlarge Button circled

This can be especially useful in workbooks with very complicated pictures.

## How to delete a snippet or bean

To delete a snippet or a bean, drag it to the Trash can icon on the lower left. It looks like this:



Trash Can (empty)

This will cause the Trash Can to change its appearance to show that it has a deleted item in it:



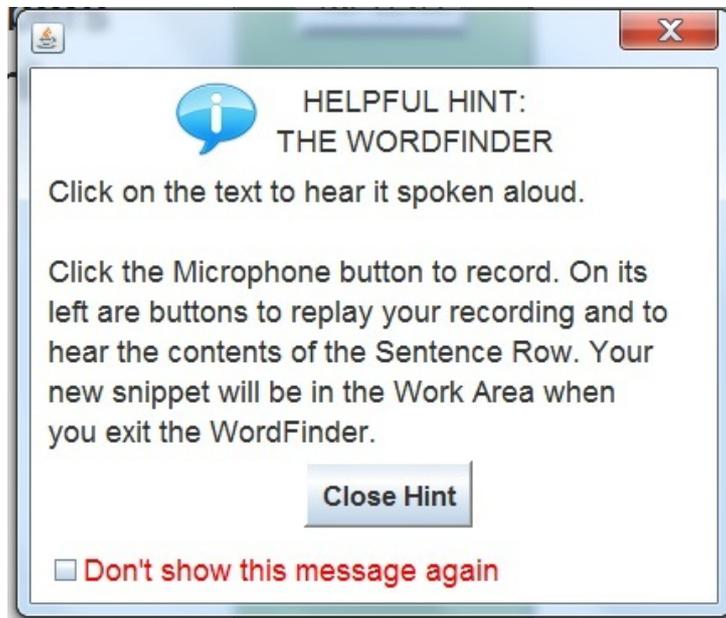
Trash Can (full)

## How to "un-delete" a snippet or a bean

If you accidentally delete a snippet or bean, you can get it back by clicking directly on the Trash Can. This only works for the **last item you deleted** on that page during the recording session.

## The "Helpful Hint" popup messages

At various places in the program, you will periodically see one of the program's "Helpful Hint" popup messages, like the one shown below:



Helpful Hint" popup message

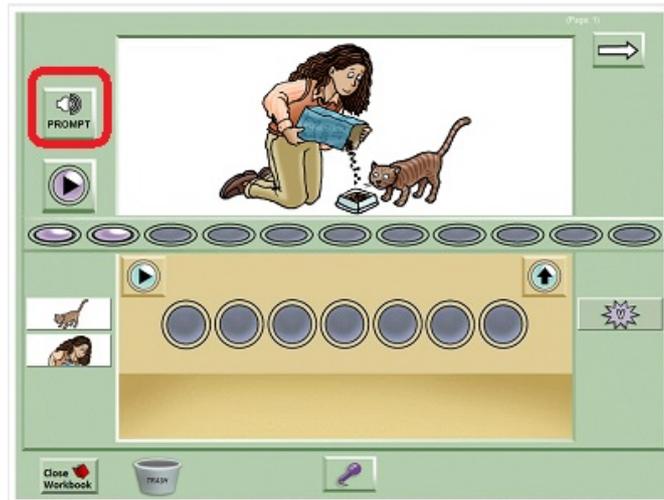
Here's what you need to know about these messages:

- Click "Close Hint" in order to close the popup. (You can't do anything else while it is open.)
- To stop seeing a PARTICULAR message, check "Don't show this message again" checkbox on the lower left of the popup screen. It is circled in the screen shot above.
- You can turn ALL the Helpful Hints on or off from the General Settings menu at the top of the Welcome Screen.

## How to play the Page Prompt

Some pages have a **Page Prompt**. This is a sound file that can be set to play when the user first opens a page. For example, the prompt for the page below is a sentence describing the picture ("The woman is feeding the cat"). Other workbooks have prompts that ask a question or suggest a topic. A page's prompt (if it has one -- not all pages do) can be

replayed at any time by clicking the **Prompt Button**. This button is circled in the screen shot below:



**Main Screen with Prompt Button circled**

Up close, the Prompt Button looks like this:



**The Prompt Button**

You can tell the program whether to play the prompt automatically when you enter a page. When you first enter a workbook that has a lot of prompts, a Helpful Hint popup will appear, to help you change this setting.

## **How to stop a sound file from playing**

One feature you may want to know about: If a long sound file (such as a Prompt) is playing, **you don't have to listen** to it all! You can stop it from playing by clicking any button on the screen.

You may want to try this out now: click the Page Prompt, then interrupt it by re-clicking it or clicking a Vocabulary Cue Button.

## **Use the space bar to record snippets**

Another way to turn the sound recorder on and off is to tap the space bar. One tap will open the Recording Box, and a second tap will close it and save the recording.

## **Use the F1 key to open the manual**

In order to keep the interface simple, there is no HELP Button on the Main Screen, But you can launch the help screen by pressing the F1 key, anywhere in the program.

[Go to next page](#)

## **Features to explore when you are ready...**

This section describes some features that have NOT been covered in this QuickStart Guide. We just want you to know that they exist when you are ready to explore them!

- [The Caption Box, to add text](#)
- [The Video Button, to use your speech in the real world](#)
- [The editing tools, to make custom materials](#)

### **The Caption Box, to add text**

[Chapter 8](#) ("Adding text") tells you how to use the **Caption Box**, a text area on the Main Screen; and how to run SentenceShaper simultaneously with WordQ and similar programs which can read your text aloud ("text to speech") and suggest possible next words or phrases ("word prediction").

### **The Video Button, to use your speech in the real world**

[Chapter 9](#) ("Videos & Email") tells you how to use the **Video Button**. This will help you use the speech you produce with the program in real life -- creating videos to can post on the internet or play on handheld devices. You can even email them from within the program.

### **The editing tools, to make custom materials**

[Chapter 10](#) ("The editing tools") tells you how to use three tools that are included in some versions of the program. they allow you to create customized materials by importing personal pictures and recording your own word cues or prompts.

[Go to next page](#)

## Exit ...what now?

To exit from the Main Screen, click the Exit Button on the lower left. It looks like this:



You will be returned to the Welcome Screen, and can exit from that screen by clicking its exit button on the lower left.

Topics on this page:

- [What to do next?](#)
- [Getting help](#)
- [Some reminders before you begin](#)

## Suggestions for what to do next

We strongly suggest that you go through **Tutorial Workbook 2** which will familiarize you with some important program features such as videos and email. Finally, go through **Tutorial Workbook 3** to get an overview of the program's built-in workbooks, with a few sample pages per workbook.

You can select a different workbook in the Workbook List on the Welcome Screen. Under the list, you will see a short description of the workbook.

For a new user, the selected workbook will always be the one named "**SentenceShaper Tutorial 1**". The program will not let you do much of anything until you have viewed this workbook.

If you are running a trial copy, the workbooks will not have the full set of pages, but you can still get a feel for the process, and view the workbook descriptions.

Note: If you are upgrading from an older version of the program, you may need to create a new user to see all the current workbooks.

Finally, you might want to try out the Video & Email feature...for example, create a few comments about yourself with the B1 workbook, then turn it into a video! See [Chapter 9](#) for details.

## Viewing this manual

-- The **Manual Button** on the blue Startup Screen opens this Manual. And the "Orders and Info" Button on the same screen has an option to download a printable version of the Manual.

-- The **Ordering and Support menu**, visible on many screens within the program, has an option to download a printable PDF copy of this Manual.

Note: If you are using a Trial copy, be sure to open the Manual from the blue Startup Screen, so that it doesn't count against your allowed usage time. Once you click the "Start" button that that screen, the clock is on.

-- If you see a **Help Button** on the screen, clicking it will open the manual to the section most relevant to that screen. The F1 key will do the same thing even if there is no Help Button.

If you are running a version of the program that allows access to the editing tools, you will probably want to look at the [Chapter 10](#).

Finally, you may want to take a look at the [summary of program screens](#) at the end of this manual. It may help to give you an overview of what is available, even if you don't plan to use all the program features.

## Some reminders before you begin

Please be sure to check regularly to see if there are any program updates. See the section on updating.

Also, you should call or email us if we can be of any assistance. You can get contact information from the "Ordering and Support" Menu.

## CHAPTER 5: USING WORKBOOKS

This chapter tells you how to use workbooks in SentenceShaper 2. A workbook is a set of screens that are grouped together like the pages in a book. (*Note: We refer to screens in workbooks as "pages", but they are not actual paper pages.*)

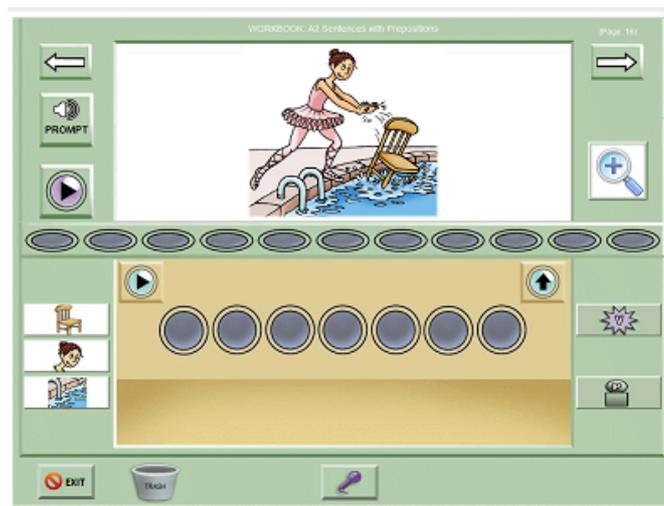
When you create a user, this new user will automatically be set to run "**SentenceShaper Tutorial 1**". This workbook teaches you how to use the program. The second tutorial workbook gives you a quick introduction to the built-in workbooks, and provides sample pages from all the built-in workbooks.

Topics in this chapter:

- [How to use a workbook page](#)
- [Workbook Manager Screen: Accessing your workbook library](#)
- [Descriptions of the Built-in Workbooks](#)

### How to use a workbook page

This section describes all the elements on a workbook page and how to use them. (*Note: there is also a [labeled screen shot of the workbook screen](#) in Chapter 13.*)



### "A2" Workbook page (screen)

The workbook page shown above is from the "A2" workbook. In this workbook, the user creates -- with SentenceShaper support -- simple active sentences with prepositional phrases.

Reminder: we refer to the individual screens in workbooks as "pages".

Below on this page:

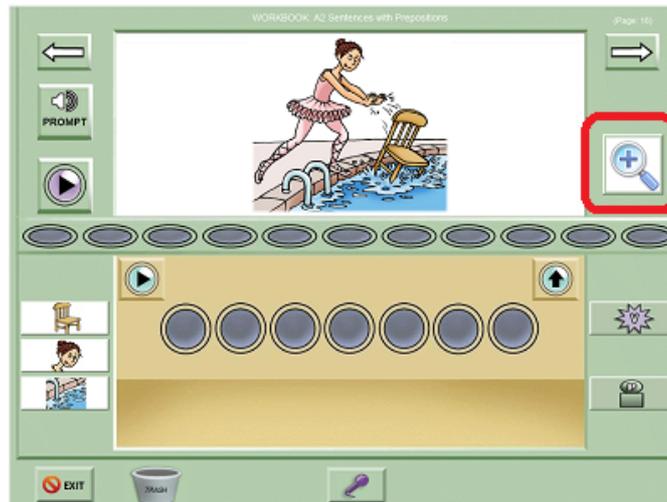
- [The main picture](#)
- [How to enlarge the main picture](#)
- [The Vocabulary Cue Buttons](#)
- [The Microphone Button](#)
- [The Prompt Button](#)
- [Forward and Backward arrows](#)
- [The Exit Button](#)
- [The Caption Box](#)
- [The Video Button](#)

## **The Main Picture**

The large picture in the center of the screen is an optional feature, although most pages in the built-in workbooks do have pictures. If you have a version of the program that includes the editing tools, you can put your own pictures on the pages, or create pages without pictures.

## **How to enlarge the Main Picture**

If there is a picture on the screen, you can enlarge it by clicking the Enlarge Button, circled below. Click the button again to return the picture to normal size.



Main Screen with Enlarge Button circled

## The Vocabulary Cue Buttons

The Vocabulary Cue Buttons flanking the Main Screen play a word, phrase, or sentence when clicked. In the workbook page shown above, they play the important words in the sentence and have small image labels on them. To include a Vocabulary Cue Button word in your sentence, play the Vocabulary Cue Button then record it in your own voice.

Some workbook pages also have another tool to help with word-finding, called the **WordFinder**. Both the Vocabulary Cue Buttons and the WordFinder are discussed in the [Chapter 7](#).

## The Microphone Button

To record your speech, click the Microphone Button at the bottom of the screen.



The Microphone Button

When you click this button, a small screen called the **Recording Box** will open up. Whenever you see this box, it means that your voice is being recorded. It looks like this



The Recording Box

As soon as you see this box, speak, and then click the green **DoneButton** on the Recording Box. The box will close, and an icon rather like a crystal ball will appear somewhere in this lower part of the screen. Whenever you click this icon, it will replay your utterance ("the woman"). It will shrink as it is played, to make it clear which one is playing. We will refer to this recorded speech fragment and its associated icon as a **Snippet**.



New snippet

See [Chapter 4 \("QuickStart Guide"\)](#) for a full description of how to record snippets and build them into sentences and narratives. "[Tips for creating better speech](#)" in Chapter 2 provides some suggestions about how to use the program most effectively to create speech.

## Prompt Button

The Prompt Button plays a sound file (the Page Prompt) especially for a given page. In some workbooks, the page prompt is a model of the target sentence ("The dancer is pushing the chair into the pool," in the page shown above). In other workbooks, the prompt may ask a question or give instructions.



Prompt Button

The page prompt can always be replayed by clicking the Prompt Button. (In the Users and Settings menu, you can set whether -- or for how many pages -- the prompt is played automatically.

## Forward and backward arrows

Clicking the Backward or Forward Arrow takes you to the previous or next page in a workbook.



Backward and Forward Arrows

Note: On the last page of a workbook, the Forward Arrow will take you to the beginning of the workbook. Also, you will not see the Back Arrow on the first page of a workbook.

## Exit Button

The Exit Button is on the bottom left of the screen. Clicking this button will put you back in the Welcome Screen.



Exit Button

## The Caption Box (not shown here)

When you get more familiar with the program, you may want to set it to display the [Caption Box](#), a text area on the Main Screen. This will let you add text to the page. This feature is described in Chapter 8.

## The Export Button (not shown here)

When you get more familiar with the program, you may want to set it to display the [Video Button](#). This will let you use speech produced with the program in applications such as email or playing on a handheld device. This feature is described in "Chapter 9 - Videos & Email".

Next page: [Choosing a workbook](#)

## How to choose a workbook

On the Welcome Screen, there is a list of the selected user's workbooks (outlined in red below):



Welcome Screen - list of user's workbooks

Click on the little triangle on the right side of the list to open it up so you can see all the workbooks. To set a user to run a workbook, select it in this list. Below the list you will now see a short description of the selected workbook.

For a new user, the selected workbook will always be the one named "**SentenceShaper Tutorial 1**". To see other available workbooks, click on this list to open it.

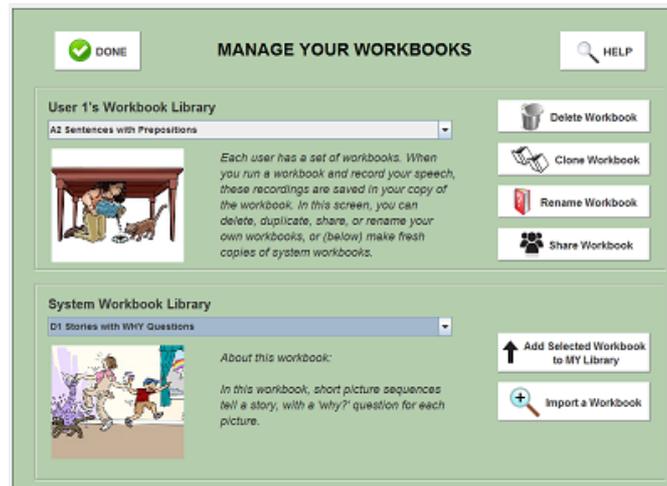
You can also choose a workbook on the [User Settings Screen](#), where you can find all the settings that are specific to a given user.

Next page: [Workbook Manager Screen: Accessing your workbook library](#)

## Workbook Manager Screen: Accessing your workbook library

Each user has a private workbook "library" or set of workbooks. When a user is created, this private library is stocked with a complete set of copies of the built-in (system) workbooks. In the **Workbook Manager Screen**,

you can make fresh copies of system workbooks and delete, rename, or duplicate your own workbooks .



**Workbook Manager Screen**

In this section:

- [How to open this screen](#)
- [Delete a workbook in your library](#)
- [Rename a workbook in your library](#)
- [Make a new workbook from scratch](#)
- [Duplicate a workbook in your library](#)
- [Share a workbook](#)
- [Import a workbook](#)
- [Make a fresh copy of a system workbook](#)
- [Get more information about a system workbook](#)
- [Create a "session workbook"](#)

## How to open this screen

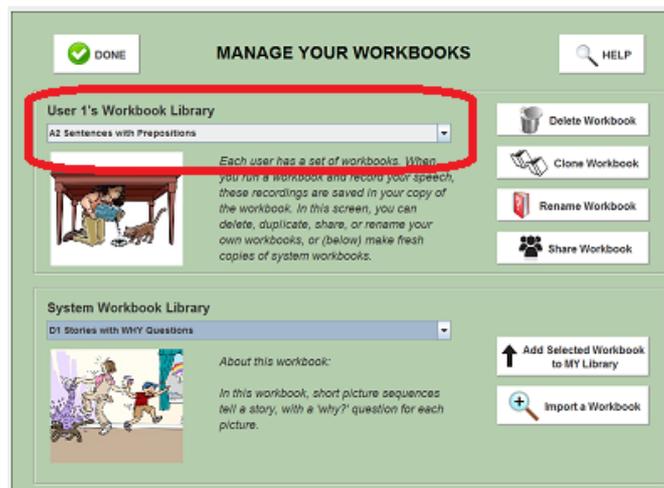
From the Welcome Screen, open the **User Settings Screen**, which is discussed in [the next chapter](#). The button is circled in red below:



'Open User Settings Screen' Button (circled)

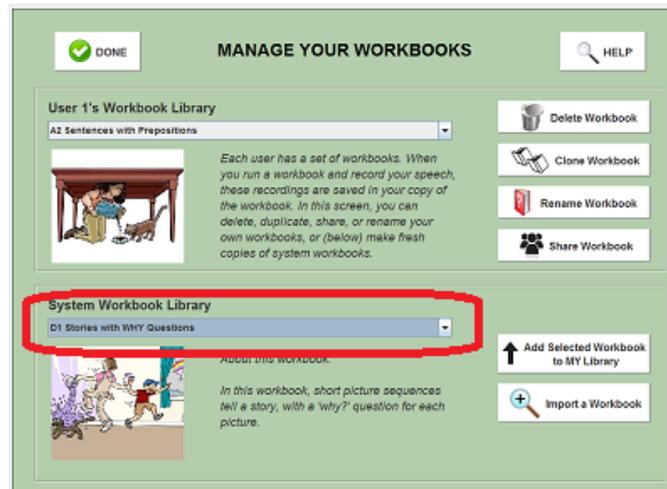
Now click "Open Workbook Manager" on the lower left of the User Settings Screen.

This will open a screen displaying two lists of workbooks. The list on the top (circled) displays the user's **personal workbook library**.



User workbook list (circled)

The list on the bottom displays the **system workbook library** (circled) containing all of the built-in workbooks:

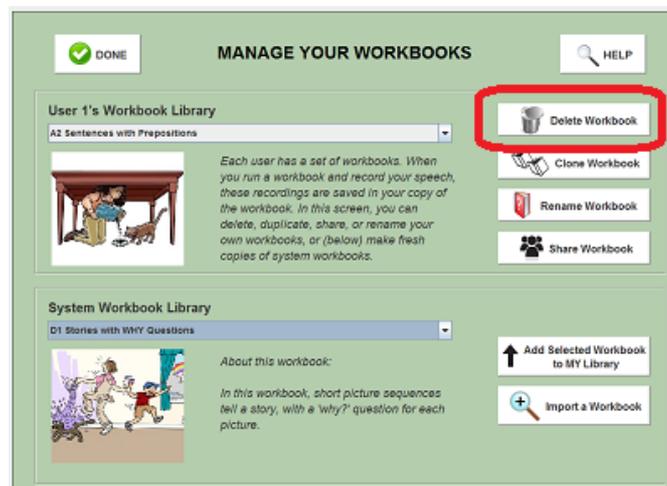


System workbook list (circled)

To open the list of all system workbooks, click on the triangle on the right side of the list. The list is large, so it will cover most of the page. When you click on the workbook you are interested in, the list will return to normal size. You will now see a preview image for whatever workbook is selected in the list. You can now make a private copy of the workbook or click its help button, as described below..

## Delete a workbook in your library

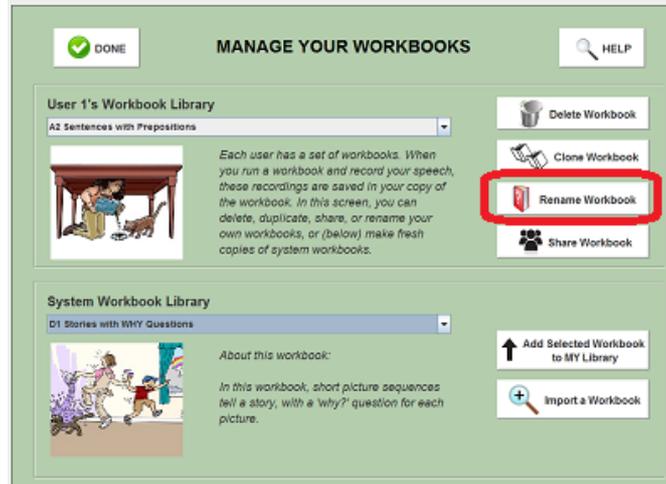
You can only delete your own workbooks; system workbooks can't be deleted. Select the workbook in the user workbook list and click the **Delete Button** (circled):



'Delete User Workbook' Button (circled)

## Rename a workbook in your library

Select the workbook in the user workbook list and click the **Rename** Button (circled):



'Rename User Workbook' Button (circled)

Now a text box will pop up for you to enter a new name for the workbook.

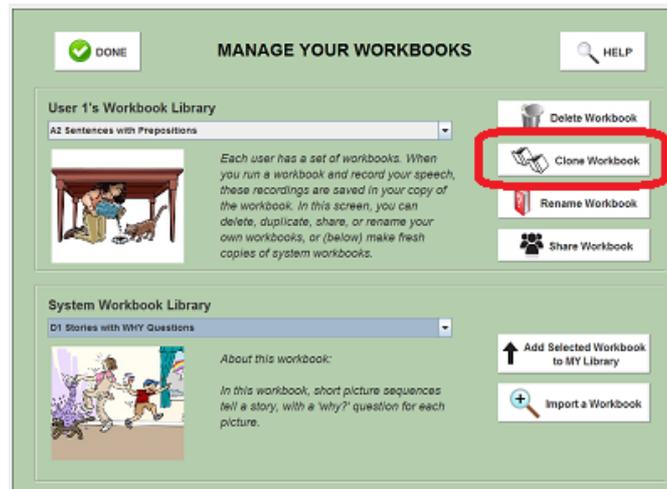
Note: If you rename a built-in workbook, you will no longer see the original image preview for that workbook. If you want to choose another image to serve as the preview for that workbook, you can do that in the Edit Workbook Screen.

## Make a brand new workbook from scratch

In order to create a brand new workbook (for example, with the user's own photographs), click the "**Create New Workbook**" Button displayed on both the Welcome Screen or the User Settings Screen. This will create a small starter workbook which you can expand and modify in the Edit Workbook Screen.

## Duplicate a workbook in your library

The "Clone" Button (circled below) makes a copy of an existing workbook, including any user recordings it contains.

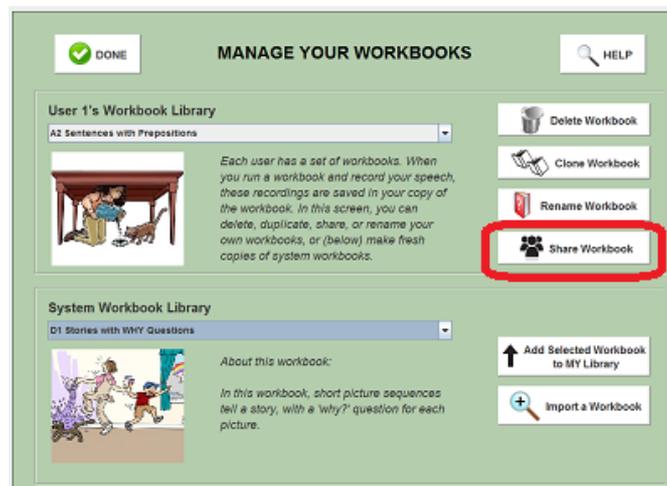


'Duplicate User Workbook' Button (circled)

We strongly recommend that you back up any workbooks with important user productions in them. Just make a [duplicate copy](#) of the workbook before opening it for editing.

## Share a workbook

Use the "Share Workbook" Button (circled below) if you want to share a user's workbook with other users on the same computer, or to take it to another computer that is running SentenceShaper. It will make a copy of an existing workbook, including any user recordings it contains, AND will collect all the images, custom buttons, and so forth that you have added to it.

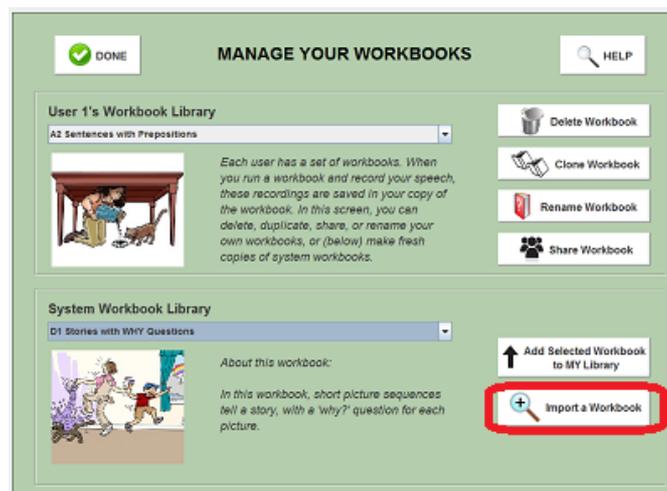


Share Workbook' Button (circled)

Once a workbook has been shared, you will have to [import it](#), as described in the next section below.

## Import a workbook

If you click the "Import Workbook" Button (circled below), you will then browse to locate a workbook that has been shared (see above), and add it to your own workbook library. This can be useful for transferring workbooks between a clinician and client.

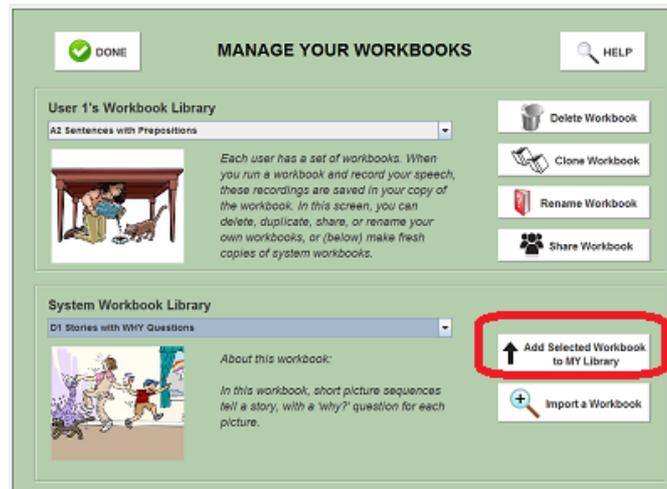


'Import Workbook' Button (circled)

## Make a fresh copy of a system workbook

When users are created, they are given a personal copy of each system workbook. But some point, you may want to make second copy of a system workbook. For example, if you have "used" every page in the workbook by recording speech, you may want to start out with a fresh copy of the workbook (perhaps saving the one you have used by renaming it). Or you may have edited your first copy of the workbook, and want to return to the original version.

To do this, select the workbook you want to copy from the system workbook list (the list on the bottom) and then click the **"Add Selected Workbook to My Library"** button, circled below:



'Add to My Library' Button (circled)

Now a copy of this workbook will appear in the user's workbook list.

## Get more information about a system workbook

When you select a workbook in the system workbook list, you'll see a short description of the workbook. More detailed information about a built-in workbook (what the workbook is about, how many pages it has, recommended settings for the Page Prompt Autoplay, etc.) is provided [later in this chapter](#).

## Create a "session workbook"

If you are running an older Basic or Deluxe Edition and have downloaded a free update to version 1.0.5 or later, you will also see a button marked "Create Session Workbook" (circled below). This will create a workbook called "My Sessions" containing all the recording sessions you created in Single Page Mode. This mode is no longer used, so if you do not have one of these early versions of the program you will not see the button at all. Once you have created the "My Sessions" workbook, you can copy any of the page layouts (referred to as "Loose Pages" in these early versions) from this workbook into any other workbook.

Next page: [Descriptions of the Built-in Workbooks](#)

## Descriptions of the Built-in Workbooks

This section contains descriptions of the built in workbooks, and recommendations for how to set the "Page Prompt Autoplay" for each workbook.

Workbook descriptions:

- [SentenceShaper Tutorials](#)
- [A1 Simple Sentences](#)
- [A2 Sentences with Prepositions](#)
- [A3 BUILD Sentences with Prepositions](#)
- [B1 Personal Speech with Sentence Starters](#)
- [B2 Personal Speech with General Prompts](#)
- [C1 Complex Pictures with WHILE Questions](#)
- [C2 Complex Pictures with General Prompts](#)
- [D1 Stories with WHY Questions](#)
- [D2 Stories with General Prompts](#)
- [E1 Blank Pages with Simple Vocabulary Cues](#)
- [E2 Blank Pages with NO Vocabulary Cues](#)
- [E3 Blank Pages with Advanced Vocabulary Cues](#)
- [E4 Blank Pages with Picture and Simple Vocabulary Cues](#)
- [F1 Sentences with Single Adjectives](#)
- [F2 Sentences with Double Adjectives](#)
- [F3 BUILD Double Adjective Sentences](#)
- [F4 Sentences with Single Adjectives and Prepositions](#)
- [F5 Sentences with Double Adjectives and Prepositions](#)
- [F6 BUILD Sentences with Prepositions and Adjectives](#)

### SentenceShaper Tutorial Workbooks 1 and 2

The **first** tutorial workbook leads you through the basics of how to use the program, with practice exercises on each page.



The **second** tutorial workbook contains a quick tour of all the built-in workbooks -- sample pages from each workbook, along with short descriptions and recommendations for effective use. You may find it useful if you are trying to find an appropriate workbook for a user...you can try out pages from different workbooks, to find one with the right level of difficulty and interest.

Whenever a new user is created, the user is set to run the first tutorial workbook. Also, the program requires that you run the first tutorial workbook once before it will let you do other things (when you first install the program, that is, not every time you create a user). This workbook has only 22 screens, and you can page through it quickly.

## A1 Simple Sentences Workbook

**Goal:** To practice simple subject-verb-object sentences ("The girl is hitting the teddy bear").



**Page Prompt:** Plays a pre-recorded model of the target sentence.

**Page Prompt Autoplayrecommended settings:** If the user can't create the target structure, start with the prompt autoplay set to play **Always**. But as soon as the user starts producing correct sentences, we suggest that you set the prompt to play for the first few pages (or **Never**), and tell the user to first create a sentence, and **then** to check his or her response by clicking the Play Prompt Button.

Note: Users should not feel that they need to create exactly the same sentence as the system models. Comparing their utterance to the one played by the system may provide valuable practice in self-monitoring.

**Word-finding help:** Vocabulary Cue Buttons playing the nouns for the subject and object are on the left; the verb is played by a button on the right. All buttons have image labels. No WordFinder

**Number of pages:** 30

**Other comments:** The workbooks in the **A** series all draw upon a set of 180 pictures showing 30 basic scenarios. These scenarios are then elaborated in different ways to elicit different grammatical structures. The **A1** workbook pictures introduce these 30 core scenarios.

## A2 Simple Sentences with Prepositions Workbook

**Goal:** To practice simple sentences with prepositional phrases ("The girl is hitting the teddy bear in the box"). Prepositions used: "in", "on", "under", "to", "from", "into".



**Page Prompt:** Plays a pre-recorded model of the target sentence.

**Page Prompt Autoplay recommended settings:** If the user can't create the target structure or come up with the correct preposition, start with the prompt autoplay set to play **Always**. But as soon as the user starts producing correct sentences, we suggest that you set the prompt to play for the first few pages (or **Never**), and tell the user to first create a sentence, and **then** to check his or her response by clicking the Play Prompt Button.

Note: Users should not feel that they need to create exactly the same sentence. Comparing their utterance to the one played by the system may provide valuable practice in self-monitoring.

**Word-finding help:** Vocabulary Cue Buttons playing the nouns for the subject, object, and prepositional object are on the left; verb and preposition buttons are on the right. All buttons have image labels. No WordFinder.

**Number of pages:** 30

**Other comments:** The workbooks in the **A** set all draw upon a set of 180 pictures based upon 30 scenarios which are elaborated in different ways to practice different grammatical structures. The **A2** workbook contains 30 pictures depicting the core scenario elaborated with a salient (sometimes downright odd) location or direction.

## **A3** **BUILD Sentences with Prepositions Workbook**

**Goal:** To practice adding a prepositional phrase to a simple subject-verb-object sentence. Two-picture sequences use materials from A1 and A2 workbooks, so that a sentence with a prepositional phrase immediately follows its simpler counterpart.



**Page Prompt:** Plays a pre-recorded model of the target sentence.

**Page Prompt Autoplay recommended settings:** If the user has already worked through the A1 and A2 workbooks, then you might want to set the prompt to play automatically just for the first sequence or two (which would be the first 4 pages). But if this workbook is being used to introduce prepositional phrases, then the standard suggestion applies: if the user can't create the target structure or come up with the correct preposition, start with the prompt autoplay set to play **Always**. As soon as the user

starts producing correct sentences, we suggest that you set the prompt to play for the first few pages (or **Never**), and tell the user to first create a sentence, and **then** to check his or her response by clicking the Play Prompt Button.

Note: Users should not feel that they need to create exactly the same sentence. Comparing their utterance to the one played by the system may provide valuable practice in self-monitoring.

**Word-finding help:** Nouns for the subject, object, and prepositional object are on the left; verb and preposition are on the right. Buttons have image labels. No WordFinder

**Number of pages:** 60

**Other comments:** The workbooks in the **A** series all draw upon a set of 180 pictures showing 30 basic scenarios. These scenarios are then elaborated in different ways to elicit different grammatical structures. The **A3** workbook uses pictures from the A1 and A2 workbooks.

## **B1 Personal Speech with Sentence Starters**

**Goal:** To elicit speech on personal topics. The first page is for general information about the user, and each subsequent page focuses on a particular area (opinions, entertainment preferences, family, life history, etc.). The Vocabulary Cue Buttons play sentence starter phrases ("My name is...") designed to help the user get started.



**Page Prompt:** Plays a general request to create speech on the page topic (e.g., "This page is about you...") along with an explanation of how to use the starter phrases on the Vocabulary Cue Buttons.

**Page Prompt Autoplay recommended setting:** Since the Page Prompt is a general instruction, set the autoplay to **Always** unless the user finds the prompt distracting or annoying.

**Word-finding help:** The buttons on the right side of the screen play general verbs, prepositions, and pronouns. The WordFinder is accessible.

**Number of pages:** 15

**Other comments:** The Vocabulary Cue Buttons are just suggestions. Replaying the page prompt ("This page is about you...") may also help to suggest topics. Some users find browsing in the WordFinder a helpful source of ideas for something to talk about. In versions of the program that include the editing tools, clinicians and caregivers can record more personally relevant sentence starter phrases on the Vocabulary Cue Buttons.

## B2 Personal Speech with General Prompts

**Goal:** To elicit speech on personal topics. The first page is for general information about the user, and each subsequent page focuses on a particular area (opinions, entertainment preferences, family, life history, etc.). The Vocabulary Cue Buttons play prompts designed to suggest things to talk about ("Describe your favorite movie")



**Page Prompt:** Plays a general request to create speech on the page topic (e.g., "This page is about movies and TV shows...") along with an explanation of how to use the prompts on the Vocabulary Cue Buttons.

**Page Prompt Autoplay recommended setting:** Since the Page Prompt is a general instruction, set the autoplay to **Always** unless the user finds the general prompt distracting or annoying.

**Word-finding help:** The Vocabulary Cue Buttons on the right play general verbs, prepositions, and pronouns. The WordFinder is accessible.

**Number of pages:** 15 (used in both **B** workbooks)

**Other comments:** The Vocabulary Cue Buttons are just suggestions. Replaying the page prompt ("This page is about movies and TV shows...") may also help to suggest topics. Some users find browsing in the WordFinder a helpful source of ideas for something to talk about. In versions of the program that include the editing tools, clinicians and caregivers can record more personally relevant Vocabulary Cue Buttons.

## C1 Complex Pictures with "while" Questions

**Goal:** To practice sentences with subordinate clauses, and also to introduce more complex picture stimuli. Pictures in this workbook show two actions or states, which are usually related in some way (e.g., one action causes the other directly or by distracting someone).



**Page Prompt:** Plays a question containing "while" (e.g., "What was happening while the man was gardening?")

**Page Prompt Autoplay recommended setting:** Since the Page Prompt is a **question**, set the autoplay to **Always**.

Note: Users should not feel that they need to create exactly the same sentence as the system models, especially with these more open-ended materials. Comparing their utterance to the one played by the system may provide valuable practice in self-monitoring.

**Answer Key:** A Vocabulary Cue Button with the image of a key on it plays a pre-recorded model of the entire target sentence (or, rather, of one

possible sentence describing the picture). The model sentences in this workbook use "while" to link the two actions.

**Word-finding help:** The Vocabulary Cue Buttons play some but not necessarily all relevant content words. Therefore, the WordFinder button is also shown.

**Number of pages:** 20

**Other comments:** The same 20 complex pictures are used in both workbooks of the **C** series. In the C1 workbook, the page prompt is a question ("What was happening while the man was gardening?") In the C2 workbook, the page prompt is a general question about what is happening in the picture.

## C2 Complex Pictures with General Prompts

**Goal:** To practice sentences with subordinate clauses and to introduce more complex picture stimuli. Pictures in this workbook show two actions or states, which are usually related in some way (e.g., one action causes the other directly or by distracting someone).



**Page Prompt:** Plays a general prompt asking the user to describe what is happening in the picture.

**Answer Key:** A Vocabulary Cue Button with the image of a key on it plays a pre-recorded model of a sentence containing a "while" clause. However, the general prompt used in this workbook is compatible with a wide variety of responses, with or without "while" .

**Page Prompt Autoplay recommended setting:** Since the Page Prompt is a **general instruction**, set the autoplay to **Always** until the user is clear about the instructions.

**Word-finding help:** The Vocabulary Cue Buttons play some but not necessarily all relevant content words. Therefore, the WordFinder button is also shown.

**Number of pages:** 20

**Other comments:** The same 20 complex pictures are used in both workbooks of the **C** series. In the C1 workbook, the page prompt is a question ("What was happening while the man was painting the volcano?"). In the C2 workbook, the page prompt is a general request to describe what is happening in the picture.

## D1 Stories with WHY Questions

**Goals:** To practice sentences with subordinate clauses containing "because"; and to create speech with some conceptual complexity (short cartoon sequences incorporating causality and motivation).



**Page Prompt:** Plays a "why" question relevant to the picture (e.g., "Why did the boy pull his mother?").

**Page Prompt Autoplay recommended setting:** Since the Page Prompt is a **question**, set the autoplay to **Always**.

**Answer Keys:** A Vocabulary Cue Button with an image of a key plays a pre-recorded sentence containing a "because" clause (for example, "The boy pulled his mother because he wanted to show her the rainbow"). This models one possible answer to the "why" question posed in the Page

Prompt. A Vocabulary Cue Button with a smaller key image plays just the "because" clause.

**Word-finding help:** The Vocabulary Cue Buttons contain only general words ("because", verbs and prepositions). Each cartoon sequence has its own small WordFinder, containing a small set of nouns, verbs, and adjectives relevant to one or more pictures in the sequence.

The reason why most Vocabulary Cue Button words are not specific to the picture in the "D" workbooks is that these workbooks represent a bridge to more open-ended speech. Therefore it may be helpful to have the user learn strategies for retrieving and/or paraphrasing content words by using the Vocabulary Cue Button vocabulary. (See [the section about the Vocabulary Cue Buttons](#) for suggestions on this.) Also, the small WordFinders provide crucial content words in case this strategy fails.

**Number of pages:** 124 pages (24 cartoon sequences ranging from 2 to 6 pictures each)

**Other comments:** As in other workbooks, users should not feel that they need to create exactly the same sentence as the one modeled by the system. In fact, an interesting exercise would be to ask the user to produce **more than one "because" sentence** per picture; these additional sentences could provide other answers to the *why* question in the prompt or express other causal relationships observed in the picture.

## D2 Stories with General Prompts

**Goals:** To practice creating sentences with subordinate clauses containing "because". This workbook serves as a generalization module for the D1 workbook, since the user is not given explicit help in finding picture content appropriate to a "because" clause. The workbook also asks the user to create speech with some conceptual complexity (short cartoon sequences incorporating causality and motivation). In this second **D** workbook, a composite picture is also added at the end of each sequence, asking the user to "retell the whole story."



**Page Prompt:** Asks the user to say what is happening in the picture. Less support is provided than in the **D1** workbook; no specific "why" question is asked in the prompt. However, the word "because" is always included in the sample response played by the Vocabulary Cue Button with the picture of a key. On the final page of each sequence, in which a retelling of the entire sequence is requested, no sample response is provided; the user can use the Back Arrow to revisit the earlier pages for models.

**Page Prompt Autoplay recommended setting:** Since the Page Prompt is a **general instruction**, set the autoplay to **Always** until the user is clear about the instructions.

**Word-finding help:** The Vocabulary Cue Buttons play only general words ("because", verbs and prepositions). Each cartoon sequence has its own small WordFinder, containing a small set of nouns, verbs, and adjectives relevant to one or more pictures in the sequence.

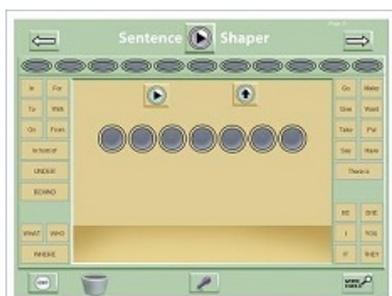
The reason why most Vocabulary Cue Button words are not specific to the picture in the **D** workbooks is that these workbooks represent a bridge to more open-ended speech. Therefore it may be helpful to have the user learn strategies for retrieving and/or paraphrasing content words by using the words on the Vocabulary Cue Buttons. (See [the section about the Vocabulary Cue Buttons](#) for suggestions on this.) Also, the small WordFinders provide crucial content words in case this strategy fails.

**Number of pages:** 148 pages (24 cartoon sequences ranging from 2 to 6 pictures each, plus an additional composite image for each sequence).

**Other comments:** As in other workbooks, users should not feel that they need to create exactly the same sentence as the one modeled by the system. In fact, an interesting exercise might be to ask the user to produce **more than one "because" sentence** per picture.

## E1 Blank Pages with Simple Vocabulary Cues

**Goal:** To elicit speech on open-ended topics. Pages have no pictures, and the Vocabulary Cue Buttons play very general words such as prepositions, pronouns, and high-frequency, flexible verbs ("give", "take", "have", "go", etc.). These pages can also be added to new workbooks and modified as desired.



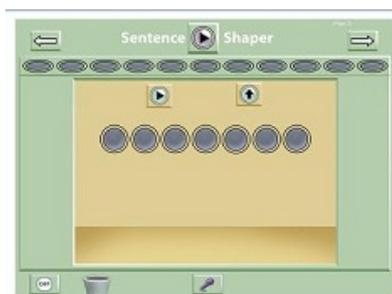
**Page Prompt:** None

**Word-finding help:** In addition to the Vocabulary Cue Buttons, the WordFinder is accessible.

**Number of pages:** 30 (identical)

## E2 Blank Pages with NO Vocabulary Cues

**Goal:** The "E" workbooks are meant to elicit speech on open-ended topics or to use in making new workbook pages (add them to new workbooks and modify as desired). The "E2" workbook has no Vocabulary Cue Buttons, which makes it useful in testing situations where you want to assess the user's language capabilities without providing vocabulary support. Also, it can serve as a template for making your own pages if you do not want to use any of the system vocabulary cues; you will not need to clear these existing cues from the buttons in order to add your own.



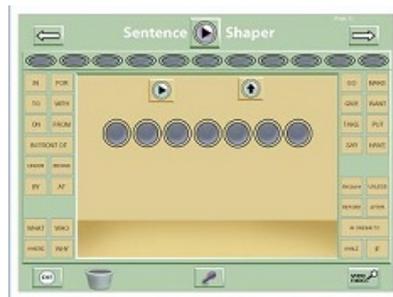
**Page Prompt:** None

**Word-finding help:** None

**Number of pages:** 30 (identical)

## E3 Blank Pages with Advanced Vocabulary Cues

**Goal:** The "E" workbooks are meant to elicit speech on open-ended topics or to use in making new workbook pages (add them to new workbooks and modify as desired). In the "E3" workbook, the pages have no pictures and the Vocabulary Cue Buttons play very general words such as prepositions, pronouns, and high-frequency, flexible verbs ("give", "take", "have", "go", etc.) This workbook also has subordinating conjunctions such as "if", "because", "before," etc.



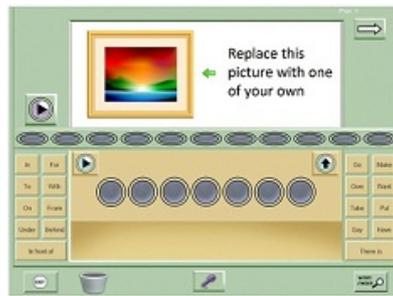
**Page Prompt:** None

**Word-finding help:** Vocabulary Cue Buttons and WordFinder

**Number of pages:** 30 (identical)

## E4 Blank Pages with Picture and Simple Vocabulary Cues

**Goal:** The "E4" workbook is intended to serve as a layout for imported personal photos: the pages have a blank picture area and the Vocabulary Cue Buttons play a subset of the cues in the "E1" workbook pages (very general words such as prepositions, pronouns, and high-frequency, flexible verbs).



**Page Prompt:** None

**Word-finding help:** Vocabulary Cue Buttons and WordFinder

**Number of pages:** 30 (identical)

## F1 Sentences with Single Adjectives Workbook

**Goal:** To practice simple subject-verb-object sentences with one prenominal adjective ("The woman is peeling the long carrot").



**Page Prompt:** Plays a pre-recorded model of the target sentence.

**Page Prompt Autoplay recommended settings:** If the user can't create the target structure or come up with the correct adjective, start with the prompt autoplay set to play **Always**. But as soon as the user starts producing correct sentences, we suggest that you set the prompt to play for the first few pages (or **Never**), and tell the user to first create a sentence, and **then** to check his or her response by clicking the Play Prompt Button.

Note: Users should not feel that they need to create exactly the same sentence. Comparing their utterance to the one played by the system may provide valuable practice in self-monitoring.

**Word-finding help:** Nouns for the subject, object, and adjective are on the left; verb and preposition are on the right. Note that there is also a button on the left for the definite article (which is played by the noun buttons in the **A** workbooks without adjectives). This makes it easier to insert the adjective between the article and the noun. Buttons have image labels. No WordFinder.

**Number of pages:** 30

**Other comments:** The workbooks in the **A** and **F** series all draw upon a set of 180 pictures showing 30 basic scenarios. These scenarios are then elaborated in different ways to elicit different grammatical structures. The **F1** workbook contains 30 pictures depicting the core scenario elaborated with a salient quality to elicit an adjective.

## F2 Sentences with Double Adjectives Workbook

**Goal:** To practice simple subject-verb-object sentences with two prenominal adjectives ("The woman is peeling the long, crooked carrot").



**Page Prompt:** Plays a pre-recorded model of the target sentence.

**Page Prompt Autoplay recommended settings:** If the user can't create the target structure or come up with the correct adjectives, start with the prompt autoplay set to play **Always**. But as soon as the user starts

producing correct sentences, we suggest that you set the prompt to play for the first few pages (or **Never**), and tell the user to first create a sentence, and **then** to check his or her response by clicking the Play Prompt Button.

Note: Users should not feel that they need to create exactly the same sentence. Comparing their utterance to the one played by the system may provide valuable practice in self-monitoring.

**Word-finding help:** Nouns for the subject, object, and adjectives are on the left; verb and preposition are on the right. Note that there is also a button on the left for the definite article (which is played by the noun buttons in the **A** workbooks without adjectives). This makes it easier to insert the adjective between the article and the noun. Buttons have image labels. No WordFinder.

**Number of pages:** 30

**Other comments:** The workbooks in the **A** and **F** series all draw upon a set of 180 pictures showing 30 basic scenarios. These scenarios are then elaborated in different ways to elicit different grammatical structures. The **F2** workbook contains 30 pictures depicting the core scenario elaborated with salient qualities to elicit two prenominal adjectives on the same noun.

## **F3** **BUILD Double Adjective Sentences Workbook**

**Goal:** To practice going from **one** to **two prenominal adjectives** in simple sentences. Two-picture sequences use materials from F1 and F2 workbooks, so that a sentence with two adjectives immediately follows its simpler counterpart. Comparing the second picture to the first may be helpful because it requires that the user notice some added feature that can be expressed with an adjective.



**Page Prompt:** Plays a pre-recorded model of the target sentence.

**Page Prompt Autoplay recommended settings:** If the user has already worked through the F1 and F2 workbooks, then you might want to set the prompt to play automatically just for the first sequence or two (which would be the first 4 pages). But if this workbook is being used to introduce prenominal adjectives, then the standard suggestion applies: If the user can't create the target structure or come up with the correct preposition, start with the prompt autoplay set to play **Always**. But as soon as the user starts producing correct sentences, we suggest that you set the prompt to play for the first few pages (or **Never**), and tell the user to first create a sentence, and **then** to check his or her response by clicking the Play Prompt Button.

Note: Users should not feel that they need to create exactly the same sentence as the system models. Comparing their utterance to the one played by the system may provide valuable practice in self-monitoring.

**Word-finding help:** Nouns for the subject, object, and prepositional object are on the left; verb and preposition are on the right. Buttons have image labels. No WordFinder

**Number of pages:** 60

**Other comments:** The workbooks in the **A** and **F** series all draw upon a set of 180 pictures showing 30 basic scenarios. These scenarios are then elaborated in different ways to elicit different grammatical structures. The **F3** workbook uses pictures from the F1 and F2 workbooks.

## **F4 Sentences with Single Adjectives and Prepositions Workbook**

**Goal:** To practice sentences with one prenominal adjective and a prepositional phrase ("The dancer is pushing the **blue** chair into the pool"). These structures are trained separately in the earlier workbooks of the **A** series.



**Page Prompt:** Plays a pre-recorded model of the target sentence.

**Page Prompt Autoplay recommended settings:** If the user can't create the target structure or come up with the correct prepositions or adjectives, start with the prompt autoplay set to play **Always**. But as soon as the user starts producing correct sentences, we suggest that you set the prompt to play for the first few pages (or **Never**), and tell the user to first create a sentence, and **then** to check his or her response by clicking the Play Prompt Button.

**Note:** Users should not feel that they need to create exactly the same sentence as the system models. Comparing their utterance to the one played by the system may provide valuable practice in self-monitoring.

**Word-finding help:** The subject, object, prepositional object, definite article, and adjective are played by the Vocabulary Cue Buttons on the left; verb and preposition buttons are on the right. Buttons have image labels. No WordFinder.

**Number of pages:** 30

**Other comments:** The workbooks in the **A** and **F** series all draw upon a set of 180 pictures showing 30 basic scenarios. These scenarios are then elaborated in different ways to elicit different grammatical structures. The **F4** workbook contains 30 pictures depicting the core scenario elaborated with a salient location or direction (to elicit a preposition) and a salient quality (to elicit an adjective).

## **F5 Sentences with Double Adjectives and Prepositions Workbook**

**Goal:** To practice sentences with two prenominal adjectives and a prepositional phrase ("The dancer is pushing the **large, blue** chair into the pool"). These are the most complex sentences in the **A** workbook series. Their component structures are trained separately in the earlier workbooks of this series.



**Page Prompt:** Plays a pre-recorded model of the target sentence.

**Page Prompt Autoplay recommended settings:** If the user can't create the target structure or come up with the correct adjectives or preposition, start with the prompt autoplay set to play **Always**. But as soon as the user starts producing correct sentences, we suggest that you set the prompt to play for the first few pages (or **Never**), and tell the user to first create a sentence, and **then** to check his or her response by clicking the Play Prompt Button.

Note: Users should not feel that they need to create exactly the same sentence. Comparing their utterance to the one played by the system may provide valuable practice in self-monitoring.

**Word-finding help:** Vocabulary Cue Buttons on the left play nouns for the subject, object, and prepositional object, along with two adjectives and the definite article. The verb and preposition are played by buttons on the right. Buttons have image labels. No WordFinder.

**Number of pages:** 30

**Other comments:** The workbooks in the **A** and **F** series all draw upon a set of 180 pictures showing 30 basic scenarios. These scenarios are then elaborated in different ways to elicit different grammatical structures. The **F5** workbook contains 30 pictures depicting the core scenario elaborated with a salient location or direction (to elicit a preposition) and salient qualities to elicit two prenominal adjectives on the same noun.

## F6 BUILD Sentences with Prepositions and Adjectives Workbook

**Goal:** To practice going from the simplest structure in the A set (the simple transitives of the A1 workbook) to the most difficult (sentences with two prenominal adjectives and a prepositional phrase), using a four-picture sequence for each of the core scenarios.



**Page Prompt:** Plays a pre-recorded model of the target sentence.

**Page Prompt Autoplay recommended settings:** If the user has already worked through these earlier workbooks, then you might want to set the prompt to play automatically just for the first sequence or two (which would be the first 8 pages), to remind the user that this workbook contains sequences. But if this workbook is being used to introduce these structures, then the standard suggestion applies: If the user can't create the target structure or come up with the correct adjective or prepositions, start with the prompt autoplay set to play **Always**. But as soon as the user starts producing correct sentences, we suggest that you set the prompt to play for the first few pages (or **Never**), and tell the user to first create a sentence, and **then** to check his or her response by clicking the Play Prompt Button.

**Note:** Users should not feel that they need to create exactly the same sentence as the system models. Comparing their utterance to the one played by the system may provide valuable practice in self-monitoring.

**Word-finding help:** The Vocabulary Cue Buttons play only the items needed to a particular picture. The buttons on the left play (depending on the picture) nouns for the subject, object, and prepositional object, along with adjectives and the definite article. The buttons on the right play the verb and preposition. Buttons have image labels. No WordFinder.

**Number of pages:** 120

**Other comments:** The workbooks in the **A** and **F** series all draw upon a set of 180 pictures showing 30 basic scenarios. These scenarios are then elaborated in different ways to elicit different grammatical structures. The **F6** workbook uses materials from A1, A2, F4 and F5 workbooks.

## **CHAPTER 6: USER SETTINGS**

This section tells you how to set up the program for each user, and make decisions such as the following:

- Which workbook should this user run?
- When the user re-opens a workbook, should it open up where he left off last time, or at the beginning?
- Should the Caption Box (a text box that you can type into) be displayed?
- Should the user have access to the video feature, which can let her turn her workbook into a video and email it?

Next page: [The User Settings Screen](#)

# The User Settings Screen

This page tells you about the various user-specific decisions that you can make on the User Settings Screen.

Topics on this page:

- [How to open the User Settings Screen](#)

User Settings:

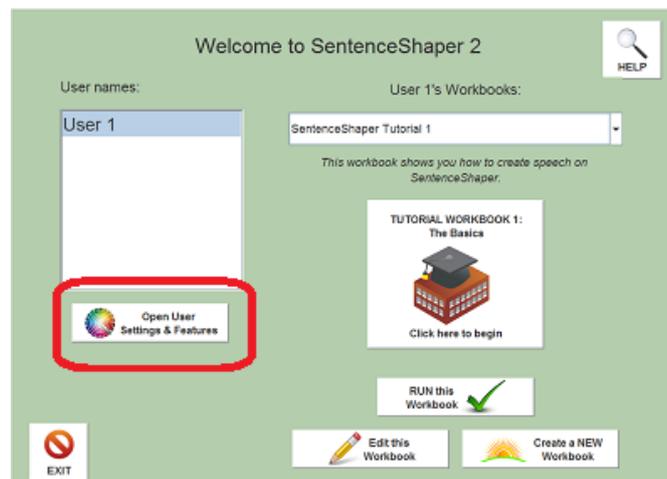
- [Page Prompt Autoplay](#)
- [Bookmarking](#)
- [Show the Text Caption Box](#)
- [Set up the Video feature](#)
- [Set up the Email feature](#)
- [Simplify the Welcome Screen](#)

Workbook tools:

- [Workbook Manager](#)
- [Edit Workbook Screen](#)
- [Edit WordFinder Screen](#)

## How to open the User Settings Screen

On the Welcome Screen, make sure that the user's name is highlighted in the list. Then click the "User Settings & Features" Button below this list (see below):



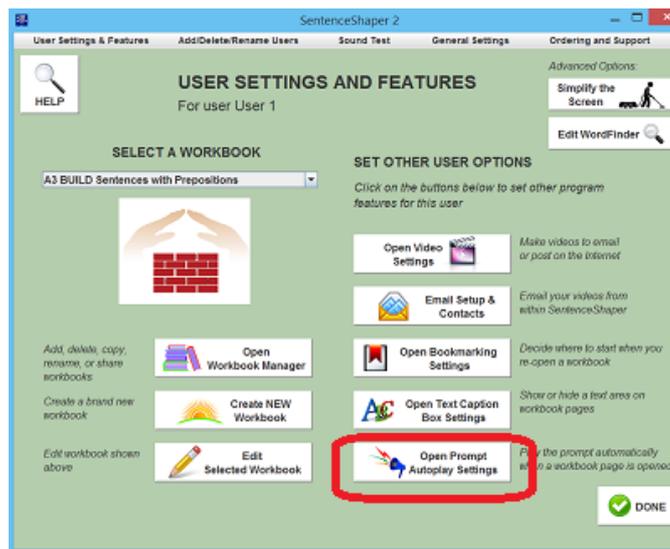
**Open User Settings Screen Button (circled)**

Another way to open the User Settings Screen: at the very top of the Welcome Screen, click on the "User Settings & Features" menu.

Below are the settings you can change in the User Settings Screen .

**User setting: The Page Prompt Autoplay**

The "Page Prompt" is a sound file that plays a recording of a sentence describing the picture on the screen, or a question, or general instructions about how to use the page. The user can always play the prompt manually by clicking the Prompt Button, but the prompt can also be set to play automatically when the user opens the page. Use the button on the right side of the User Settings Screen (circled below) to set the **Page Prompt Autoplay** setting :



**Page Prompt Autoplay button circled**

Your choices for this setting will depend upon which workbook the user is currently set to run.

Here are the choices:

-- **Always:** If the workbook you are running has prompts that ask a question for the user to answer, then you should click the radio button marked "Always."

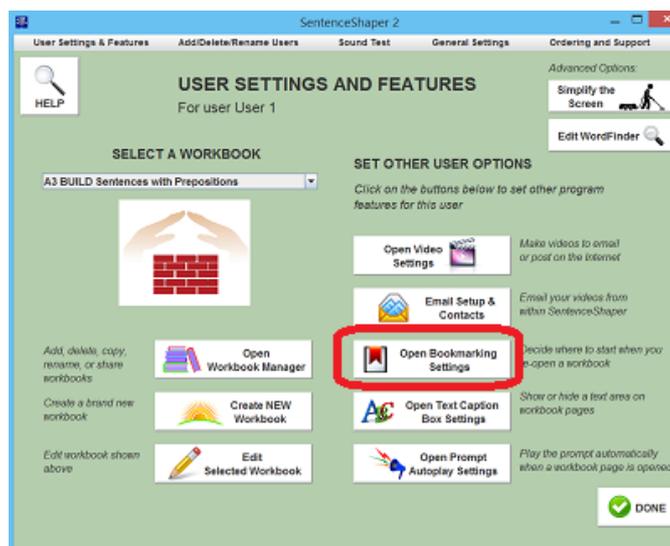
-- **Enter number of times:** If the workbook you are running has prompts that play a recording of the target sentence, then you may want to stop playing this model automatically after the user is several pages into the workbook, by clicking "Enter the number of times..." and then typing in a number (such as 5). This will keep the workbook from becoming a pure repetition drill, since the user will have to try to create the sentence from scratch, not just repeat the model. The user can always replay the prompt manually by clicking the Prompt Button.

-- **Never:** To stop the prompt from playing automatically, click the radio button marked "Don't play the page prompt automatically". Remember that the user can always replay the prompt manually by clicking the Prompt Button.

## User Setting: Bookmarking

If "**Bookmarking**" is turned ON, then you will start each workbook on the page where you were when you last exited from this workbook. If bookmarking is turned OFF, then you will always start on the first page of the workbook.

Use the button on the right side of the User Settings Screen (circled below) to set this feature:

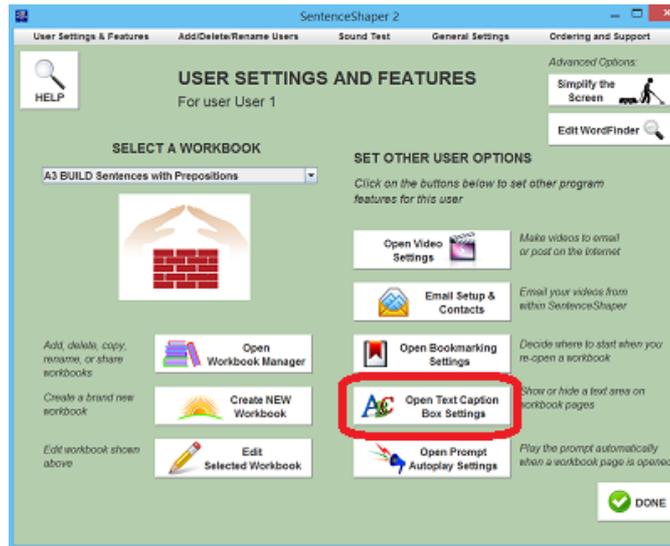


Button to set Bookmarking

## User setting: Show the Text Caption Box

The User Settings Screen is also where you can turn on the Caption Box for a given user; that is, you can set the user to see the Caption Box on any workbook screen.

Use the **"Open Text Caption Box Settings" Button** on the right side of the User Settings Screen (circled below) to show or hide the Caption Box.

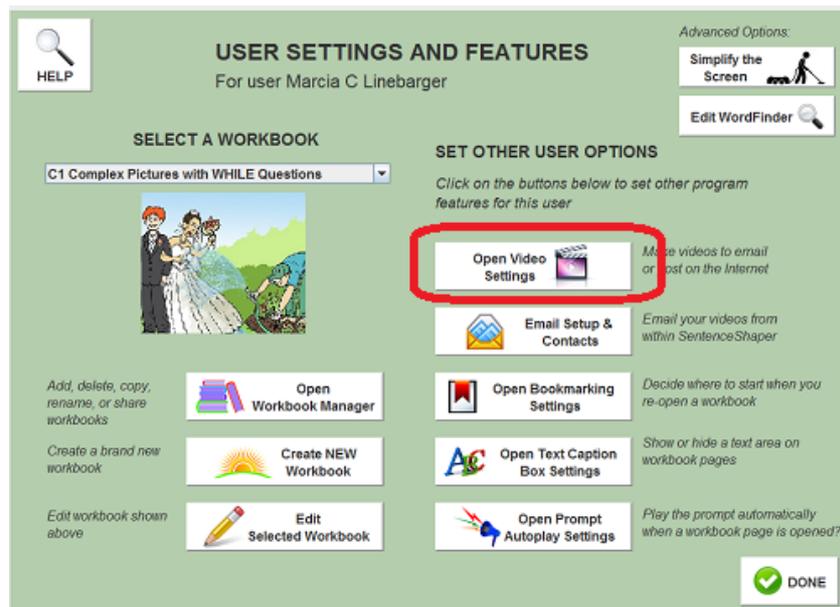


"Open Text Caption Box Settings" Button on User Settings Screen

The Caption Box itself is discussed in more detail in [Chapter 8 - "Adding Text"](#).

## User setting: Set up the Video feature

The Video Settings Screen is also accessed from the User Settings Screen. This is where you set up the user to have his or her speech turned into videos that can be played on handheld devices, posted on the Internet, or -- from within the program -- emailed to friends and family.



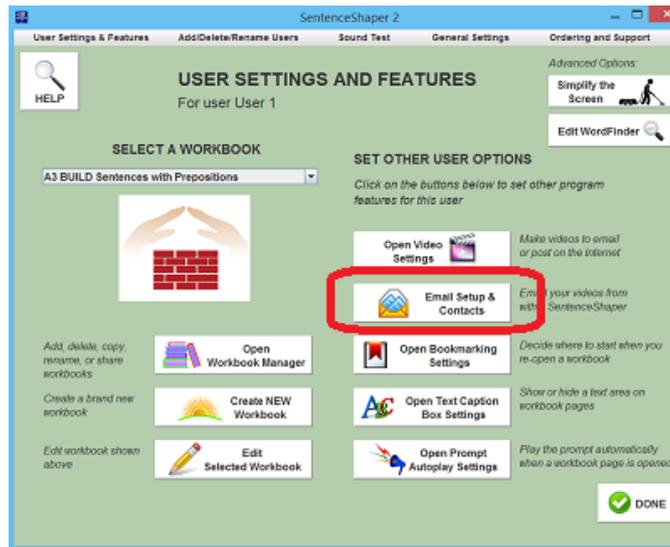
"Video Settings" Button on User Settings Screen

The video feature itself is discussed in more detail in [Chapter 9 - "Videos & Email"](#).

## User setting: Set up the Email feature

The Email Setup Screen is also accessed from the User Settings Screen. This is where you enter the user's email account information (address, password, etc.) You will also enter the user's contacts here. Once users are set up for email, they will see a screen with their contacts after the video has been created.

The button to access Email Settings Screen is circled in the screen shot below.



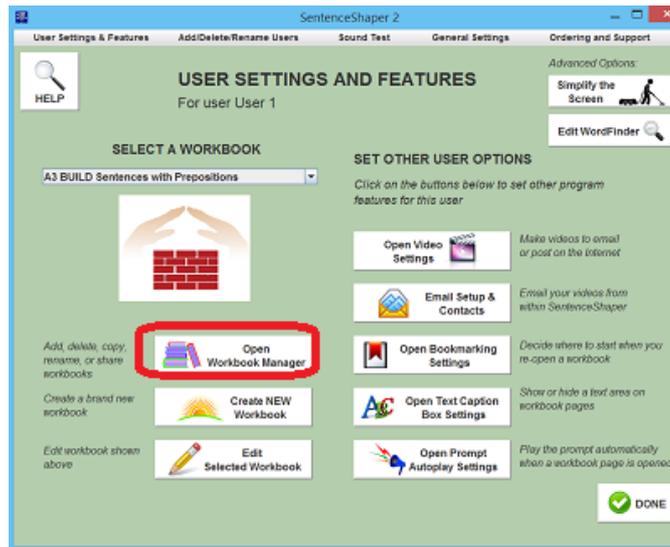
"Video & Email Settings" Button on User Settings Screen

The email feature itself is discussed in more detail in [Chapter 9 - "Videos & Email"](#).

On the left side of the User settings Screen, you will also see buttons to access the Workbook Manager and tools for creating customized workbooks.

## Open the Workbook Manager

All users get their own private copies of the built-in workbooks, and these private copies are listed under "SELECT A WORKBOOK" on the User Settings Screen. There will be times when you may want to make a fresh copy of a system workbook, or to delete, duplicate, or rename your own workbooks. To do this, click the "Open Workbook Manager" Button, circled in the screen shot below.

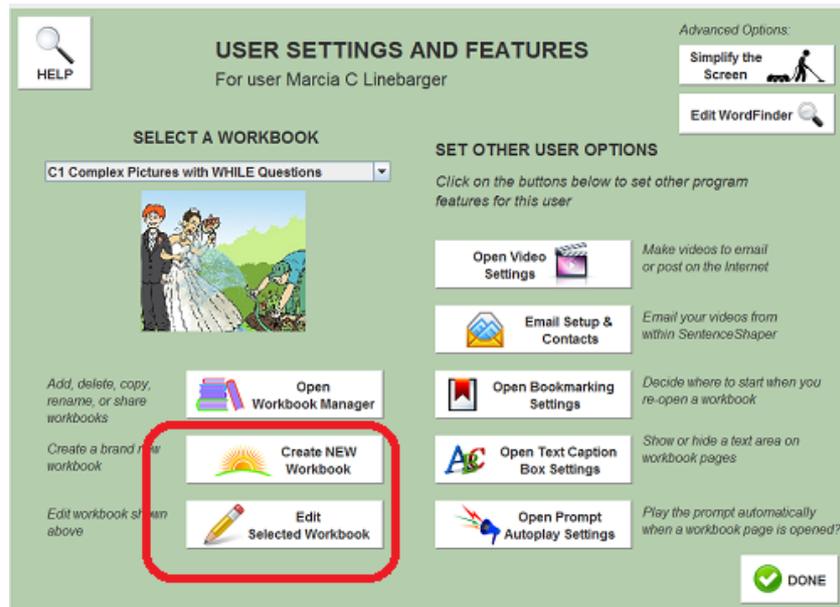


**Open Workbook Manager Button**

The Workbook Manager screen is described in more detail in [Chapter 5 - "Using Workbooks"](#).

## Open the Edit Workbook Screen

In the "Pro + Editing" and "Deluxe" versions of the program, you have access to tools for making customized materials. Each user has his or her own customized workbooks, so you access the editing tools from the Customize User Screen. The Edit Workbook Button lets you customize the selected workbook; the Create New Workbook Button creates a new workbook which you can then edit. Both buttons are highlighted in red below:



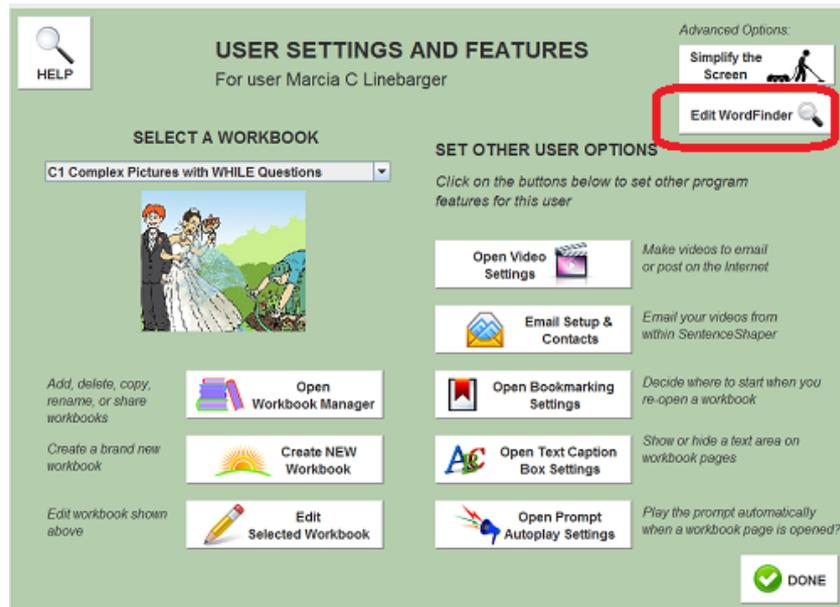
**Workbook Editing Buttons on User Settings Screen**

Workbook editing is discussed in [Chapter 10 \("Editing tools"\)](#).

Finally, on the upper right the left side of the User settings Screen, you will also see buttons to access two advanced features.

## Open the Edit WordFinder Screen

The program also includes a tool for modifying the WordFinder or creating custom WordFinders (see Chapter 10 for more details). This tool is accessed from the User Options Screen. Click the button on the top right, circled in the screen shot below.

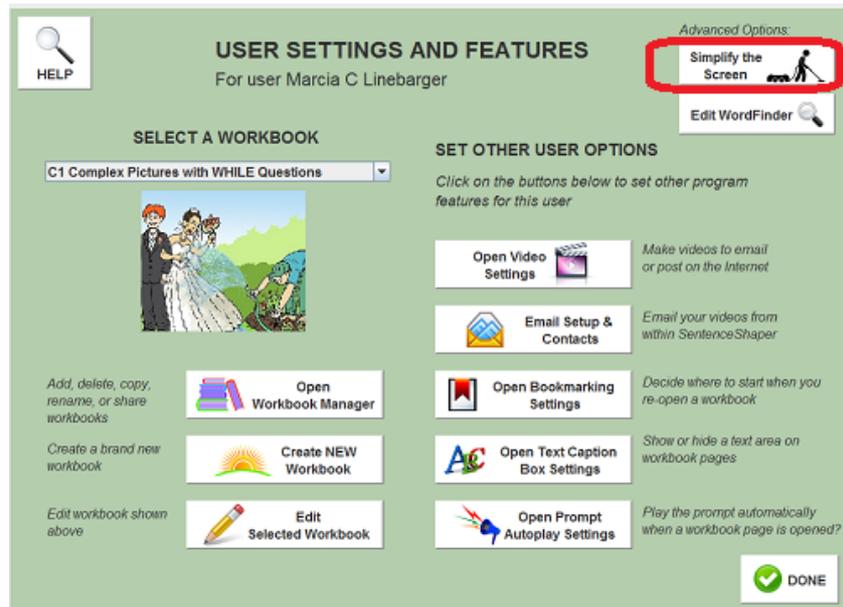


Button to open WordFinder Editor on User Settings Screen

## User setting: Simplify the Welcome Screen

Some of the workbook settings and tools described above can also be accessed on the Welcome Screen. You may want to HIDE them on this opening screen, to prevent the user from accidentally changing them. You will always be able to access them on the User Settings Screen.

Use the "**Simplify the Screen**" Button on the right side of the User Settings Screen (circled below) to show or hide the the "Edit Workbook" Button, the "Create New Workbook" Button, the "User Settings and Features" Button, and/or the User Workbook List from the Welcome Screen.



**"Clean up Welcome Screen" Button on User Settings Screen**

## CHAPTER 7: WORD-FINDING HELP

SentenceShaper differs from many communication aids in its emphasis on helping users tap into their preserved language abilities. And so, for word-finding, we try to give the user **tools to think of words** rather than trying to anticipate every word that a user will need to know. But SentenceShaper also incorporates more specific help with word-finding, and it can even be used in conjunction with other programs for still more support.

There are several ways to get word-finding support while using SentenceShaper:

- [Processing support](#)
- [The Vocabulary Cue Buttons](#)
- [The WordFinder](#)
- [Getting word-finding help from 3rd-party software](#)

### Processing support for word-finding

The memory support provided by the program can frequently help users find words on their own.

In particular, playing back words or phrases that the user has already recorded can be extremely helpful. People are especially good at completing sentences ("Please brush your \_\_\_"). People with language problems may know a lot more than we (or they) may think they do, and listening to what they have produced may activate words and structures that they (and we) didn't think they could produce.

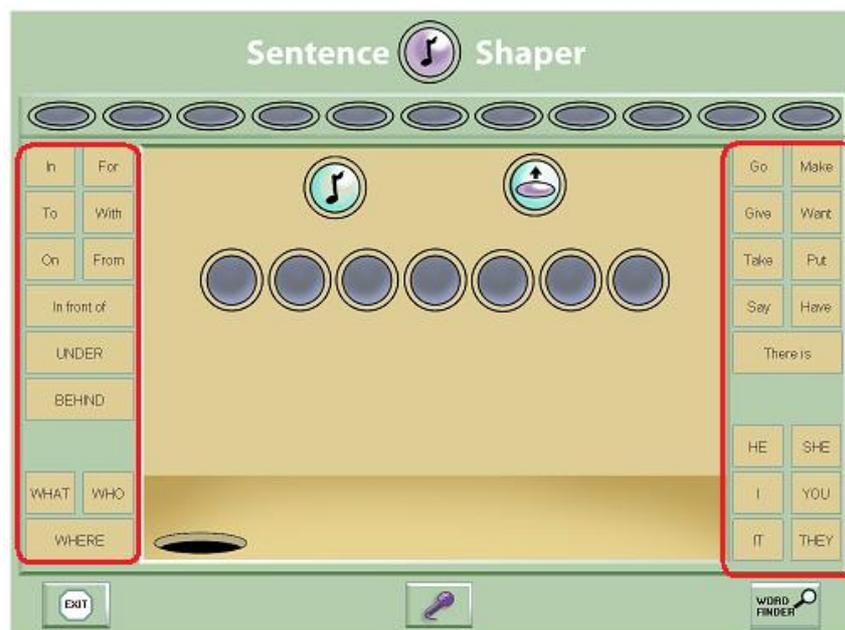
Please see the section on [Tips for creating better speech with the program](#) for details about how to use SentenceShaper's processing support to help with word-finding and sentence construction more generally.

### The Vocabulary Cue Buttons

The **Vocabulary Cue Buttons** are the buttons along the right and left sides of the Main Screen in most workbook pages.

Each Vocabulary Cue Button displays written text or sometimes a small picture; clicking on the button **plays this word or phrase aloud**. To incorporate a Vocabulary Cue Button word into a sentence, the user plays the button as many times as necessary, records the word **in his or her own voice**, and then adds it to the other snippets.

Some workbook pages have Vocabulary Cue Buttons designed to provide words for the specific picture on the screen. But for more unconstrained speech, the Vocabulary Cue Buttons typically feature a set of very general verbs, prepositions, and pronouns. The page featured in the "E1 - Blank Pages with Simple Vocabulary Cues" workbook is shown below. The Vocabulary Cue Buttons have been outlined in red:



This page has been used in most research studies with SentenceShaper. Its 27 general Vocabulary Cue Buttons can be very helpful. Two useful strategies are:

## Circumlocation

The general verbs on the Vocabulary Cue Buttons can be very effective substitutes for more specific words; for example, the Vocabulary Cue Button verb "take" can be used in place of "grab", "steal", "find", "pick up",

"lift", "pull", etc. An important component of effective SentenceShaper use is a willingness to use whatever words come to mind, as long as they are reasonably appropriate, rather than trying to come up with the perfect word or phrase.

## **Preposition/verb bootstrapping**

In addition, these default Vocabulary Cue Button words (especially prepositions) can sometimes be used to help the user think of other words. If a user is stumped, it can be helpful to suggest playing verb or preposition Vocabulary Cue Buttons to see if they suggest anything. If someone is talking about a festive dinner and can't think of what to say next, playing the Vocabulary Cue Button "on" may stimulate "on the table" or "on my plate"; playing the Vocabulary Cue Button "make" may stimulate "make a salad", and so forth.

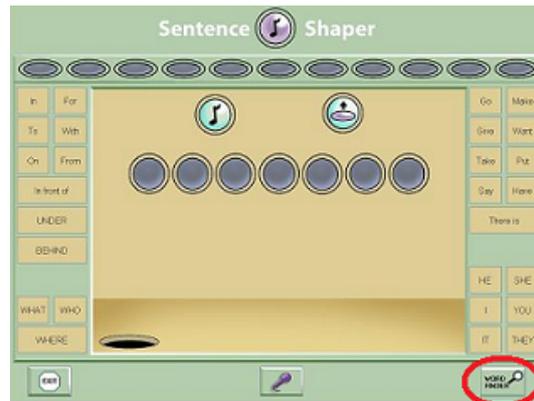
## **The WordFinder**

The most explicit and extensive word-finding help in the program is provided by the WordFinder. It is an organized list of printed words; as with the Vocabulary Cue Buttons, clicking a printed word causes its sound file to be played, and the user records the word in his or her own voice to include it in a sentence.

### **The default WordFinder**

The default WordFinder contains approximately 1,000 words but can be pruned or enlarged (in versions of the program that include the editing tools ) in the [Edit WordFinder Screen](#).

**Opening the WordFinder:** Not all pages show the WordFinder Button. Whether or not a page has this feature is something that you can set by editing that page in the [Edit Page Screen](#). If a page allows access to a WordFinder, you can enter the it by clicking the **WordFinder Button** on the lower right of the main screen (circled):



**WordFinder Button (outlined in red)**

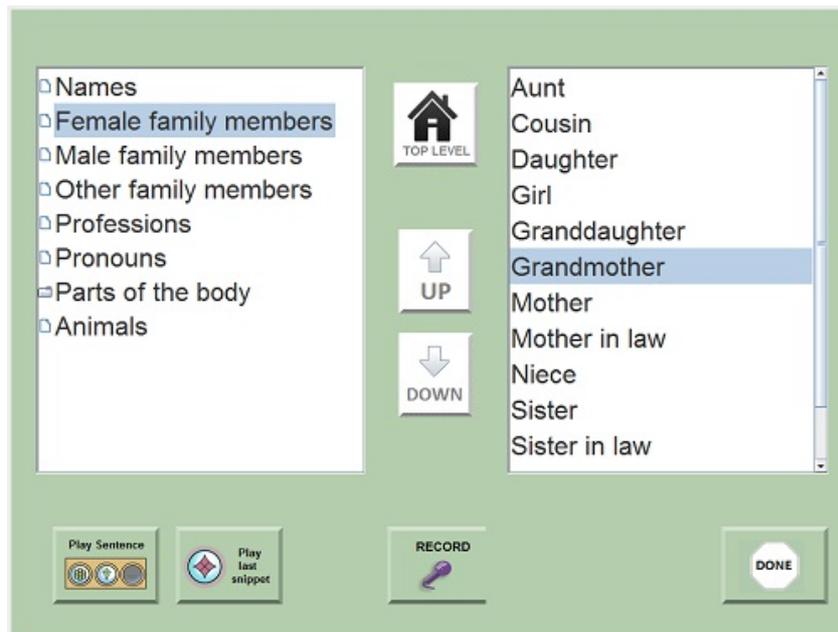
The page shown above is found in the "E1" workbook. You will now see the opening screen of the WordFinder, which looks like this:



**WordFinder Opening Screen**

***Finding a word:*** The icons on this screen represent groups of words, the '**top level categories**' of the default WordFinder. Click any button to hear its name and to select that category. When you have found the category you want, click **Open** (outlined in red) to enter that section of the WordFinder.

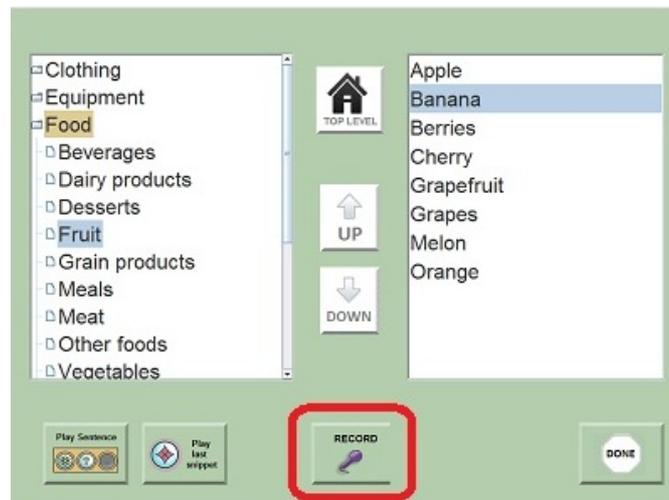
If you open the 'People and Animals' category, for example, you will see a screen like this:



WordFinder Main Screen

All the words or phrases on the left side of this screen are **subcategories** of the parent category, 'People and Animals'; **single-clicking** on any item in this list will cause it to be played aloud. Some of the subcategories contain one or more individual words, which are immediately displayed on the right side of the screen. Subcategories may contain subcategories of their own, just as folders in your computer can themselves contain folders or individual files. To open a WordFinder subcategory, just click it.

**Recording the word:** When you have found an appropriate word, you then record it in your own voice by clicking the **Microphone Button** at the bottom of the WordFinder Screen (highlighted in red in the screenshot below). A snippet playing this word will appear in the Work Area, although you won't see it until after you exit from the WordFinder. You can play it from within the WordFinder, though. The button on the left of the microphone button plays the last thing you recorded, so you can check your recording before leaving the WordFinder.



WordFinder Main Screen - Record Button highlighted in red

The button on the far left of this screen plays the contents of the Sentence Row, which is not visible within the WordFinder. So if the user has created "With my cereal, I want a...", then this unfinished sentence can be played from within the WordFinder.

**Moving around in the WordFinder:** Click the Up and Down arrows on the WordFinder screen to navigate up or down the list of categories on the **left** side of the WordFinder screen.

To return to the **top level** (or "home") of the WordFinder, where the top-level categories are displayed, click the icon on the lower left side of the WordFinder screen, shown below:



**Exiting from the WordFinder:** To return to the Main Screen, click on the 'Done' button at the bottom right.



As noted above, any recordings you made from within the WordFinder will be waiting for you as snippets in the main screen. However, the number of words that can be recorded from within the WordFinder each time is limited by the fact that the Work Area can only hold seven items at a time.

Related topics:

- [Edit WordFinder Screen](#) (how to modify WordFinders)
- [Edit Page Screen](#) (how to set a page to use a different WordFinder and how to remove the WordFinder from a page)

## Word-finding help from other software

You can run SentenceShaper at the same time as programs which provide different kinds of word-finding support.

Two possibilities are described below:

- [Word-finding aid on a handheld device](#)
- [Word prediction and text-to-speech software](#)

## Word-finding aid on a handheld device

There are now many programs that run on handheld devices to provide word-finding support (for example, Lingraphica's "SmallTalk Aphasia"). Typically, image icons are linked to text and spoken output. A person who needs more pictorial support for word-finding might benefit from using SentenceShaper for sentence and message construction, while using this third-party program (on a handheld next to the computer) to look up specific words.

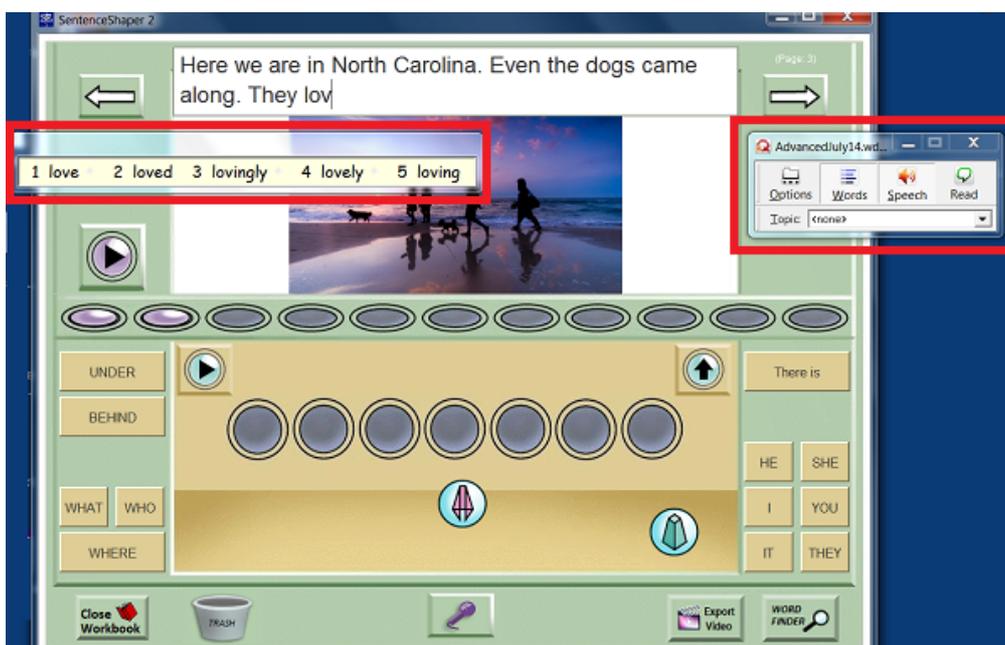
## Word prediction and text-to -speech software

Another kind of word-finding support can be provided by **word prediction software**, which makes suggestions about appropriate next words as you type in text. (It also reads the text in the Caption Box aloud.) SentenceShaper does not do word prediction itself, but it can be used with a third-party software program such as WordQ or SoothSayer™, if

you have it installed on the same computer as SentenceShaper, and if the user has some ability to type in text.

Here's how to use both programs at the same time:

- Make sure that the SentenceShaper screen is NOT "maximized". To do this, open the "General Settings" Menu on the Welcome Screen, and choose "Maximization of SentenceShaper screen..." This opens up a screen where you can choose whether or not to maximize the SentenceShaper screen. If you make a change, you will need to exit from SentenceShaper and then start it again in order for this change to take effect.
- Start WordQ (or SoothSayer or other similar program)
- Start SentenceShaper
- Now you should see two small boxes on top of the SentenceShaper screen. They are outlined in red in the screen shot below. The one on the right lets you change WordQ settings and tell it to read the selected text or to give you word predictions. The one on the left displays word predictions as you type into the SentenceShaper Caption Box. (Note: WordQ's predictions are based on what you have just typed, so even if there is already text in the Caption Box, WordQ will not make predictions until you actually start typing.) When you select one of the choices, it will appear in the SentenceShaper Caption Box.



**Using WordQ to help add text to the Caption Box**

For some people, this combination of SentenceShaper and WordQ (or similar software) may allow them to draw on a wider range of preserved abilities.

## CHAPTER 8: ADDING TEXT

SentenceShaper is designed for use by people who may have NO ability to read or type in text. However, if the individual does have some ability to type and/or read text, this can open up many new ways to use the program.

The **Caption Box** is a text area on the Main Screen where you can type in text.

Potential uses of this feature are:

- To help people work on their reading by transcribing the spoken utterances they have created on SentenceShaper, or by reading text transcriptions typed in by a helper.
- To create "subtitles" for spoken utterances in your videos (see Chapter 9). These can help the user to deliver a speech, for example; or, in a digital scrapbook, to help listeners understand the user's speech.
- To draw support from third-party programs such as WordQ or SoothSayer™. These programs can read the text in the text area aloud with computer-generated speech ("text to speech"), and can suggest words or phrases to complete a sentences that you are typing into the SentenceShaper Caption Box ("word prediction").
- If the user is trying to **memorize** sentences or phrases, as in a workbook used for language therapy or for script training, it may be helpful for the user to see the text of the target sentence displayed.

Topics in this chapter:

- [Adding your own text: How to use the Caption Box](#)
- [Using WordQ and other software to help create and read text](#)
- [Non-English writing systems](#)
- [Accessing your text](#)

### How to use the Caption Box

You can use the optional "Caption Box" (shown below) to add text to a workbook page. It is a small area on the Main Screen where you can type in text for a workbook page.



The Caption Box (outlined in red)

This page tells you how to use the Caption Box.

## Hiding or showing the Caption Box

To access the Caption Box, open the "General Settings" Menu on the Welcome Screen, and choose "Show or hide text captions..." This opens up a screen where you can choose whether or not to see the Caption Box.

If you have created text for a page, it is saved even if you have the caption feature turned off. When you turn it on again, you will see your text.

Note: The tutorial workbooks run differently than other workbooks, and do not show the Caption Box even if this feature is turned on. So if you turn on captions, don't be surprised if they do not appear in these two workbooks.

## Using the Caption Box

If you **right-click** inside the Caption Box, you will see a menu with these options:



**Caption Box Menu**

The first six options are standard editing actions such as copying the selected text (note: you need to select text before you can copy it).

The "Large text area" option lets you make the Caption Box larger. It will hide some areas of the Main Screen, however. "Small text area" returns it to normal size.

You will see scroll bars along the right side if they are needed to let you see all the text in the Caption Box.

Note: If the Caption Box is displayed, it will slightly complicate your use of the space bar to turn the sound recorder on and off...when you first open a page, or after you have typed text into the Caption Box, the space bar won't respond unless you first click some part of the screen outside of the Caption Box.

## **Captions for non-English writing systems**

Regarding languages that do not use the standard English set of characters (for example, those used in Chinese, Arabic, Hebrew, Hindi):

-- The Caption Box displays and saves text for many of these non-English character sets. Shown below is a SentenceShaper page with "Hello" in various languages:



**Caption Box with non-Western characters**

-- We have not tested the interaction between SentenceShaper and text-to-speech and word prediction programs designed for other languages. In fact, we would be interested to hear from you about whether and how this works.

-- When you create a video from a workbook page with non-English captions, you should hide the Caption Box (by opening the General Settings Menu, see above), because, unfortunately, the text will not be displayed properly in the videos. Incidentally, if you really want to add captions in a non-Western orthography, here are two ways to do it.

- First, You can add captions directly to any pictures you plan to import into SentenceShaper. Just open them in the Windows accessory Paint, and add text. (Do a Google search on "How to use Microsoft Paint" and you will find many links to short tutorials about this very useful program that comes free with Windows.)
- A second way to add non-western captions is to use a third-party program to make your workbook into videos, rather than using SentenceShaper to do this. For example, Windows Movie Maker (a free program that comes with Windows) lets you add captions in any writing system.

## Recording speech with the Caption Box open

If the Caption Box is showing, you will need to use the Record Button to record your speech. The space bar, which normally turns on the recorder

(easier than clicking a button, for some people) will not work at the same time as the Caption Box.

## Using SentenceShaper with WordQ

There are a number of programs -- for example, WordQ and SoothSayer™ --that help users to create and understand text. They do this in two ways:

- Playing back any text selected in a text area ("text-to-speech")
- Suggesting possible next words as the user types in text ("word prediction")

if you have one of these programs installed on the same computer as SentenceShaper, then you can run it at the same time as SentencerShaper and it will help the user to create text in the Caption Box.

Here's how to use SentenceShaper and WordQ at the same time:

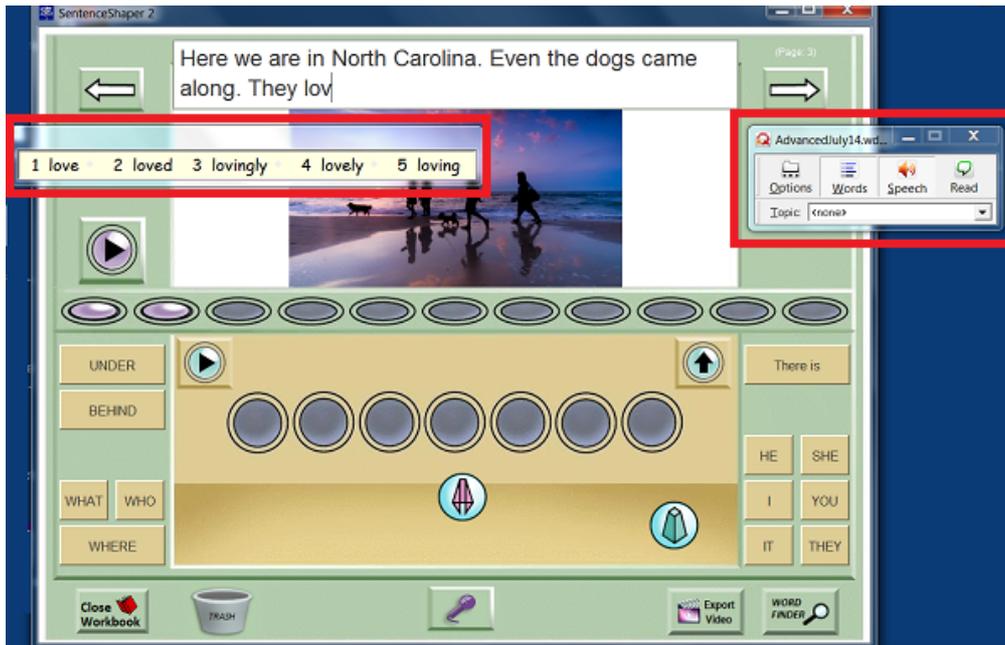
-- Make sure that the SentenceShaper screen is NOT "maximized". To do this, open the "General Settings" Menu on the Welcome Screen, and choose "Maximization of SentenceShaper screen..." This opens up a screen where you can choose whether or not to maximize the SentenceShaper screen. If you make a change, you will need to exit from SentenceShaper and then start it again in order for this change to take effect.

-- Start WordQ

-- Start SentenceShaper

-- Now you should see two small boxes on top of the SentenceShaper screen. They are outlined in red in the screen shot below. The one on the right lets you change WordQ settings and tell it to read the selected text or to give you word predictions. The one on the left displays word predictions as you type into the SentenceShaper Caption Box.

Note: You may want to turn off the word prediction feature within WordQ if all you want to do is play back your text. We suggest that you make this change in WordQ, and then restart both programs.



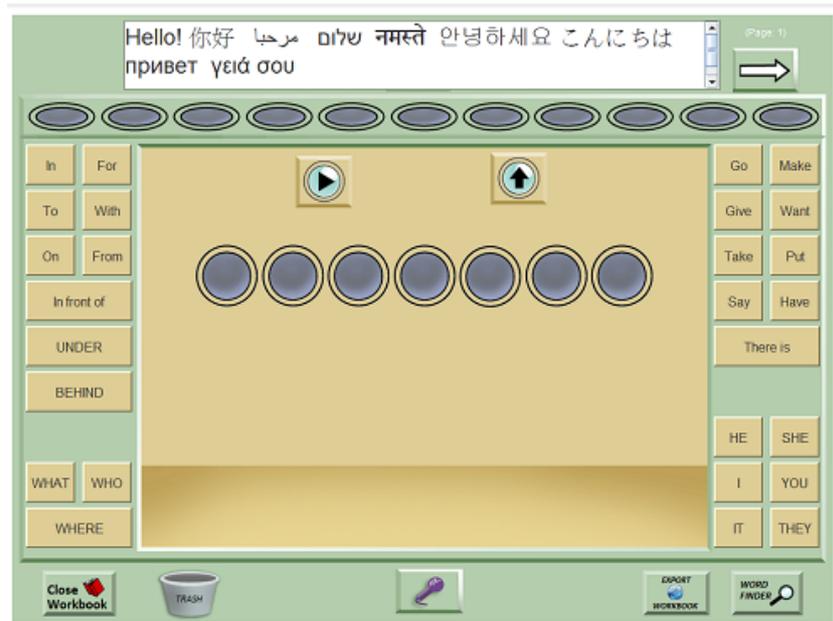
Using WordQ to help add text to the Caption Box

The procedure is the same for other programs such as SoothSayer. We cannot guarantee that SentenceShaper will work with all such programs, of course.

## Non-English writing systems

This section is about using the Caption Box with languages that do not use the standard English set of characters (for example, those used in Chinese, Arabic, Hebrew, Hindi).

The Caption Box displays and saves text for all or most of these non-English character sets. Shown below is a SentenceShaper page with "Hello" in various languages:



**Caption Box with non-Western characters**

We have not tested the interaction between SentenceShaper and text-to-speech and word prediction programs designed for other languages. In fact, we would be interested to hear from you about whether and how this works.

Unfortunately, these captions do not yet work with the video-making feature (Chapter 9). Therefore, if you are going to create a video from a page with non-English captions, you should hide the Caption Box (see above) before doing the export. Otherwise the text will probably show up as a series of question marks in the video.

Incidentally, if you really want to add captions in a non-Western orthography, here are two ways to do it.

- First, You can add captions directly to any pictures you plan to import into SentenceShaper. Just open them in the Windows accessory Paint, and add text. (Do a Google search on "How to use Microsoft Paint" and you will find many links to short tutorials about this very useful program that comes free with Windows.)
- A second way to add non-western captions is to use a third-party program to make your workbook into videos, rather than using SentenceShaper to do this. For example, Windows Movie Maker (a free program that comes with Windows) lets you add captions in any writing system.

## Accessing your text

If you have created text for a page in the Caption Box (shown below), this text is saved and will re-appear whenever the page is opened (assuming the user is set to view the Caption Box at that time). Also, if you create a video from a workbook, a transcript of the text for the entire workbook will be created and placed in your Export Folder, in a subfolder named "Transcripts". See "[Chapter 9 Videos & Email](#)" for details about this feature.



**The Caption Box (outlined in red)**

## CHAPTER 9: VIDEOS & EMAIL

SentenceShaper can turn your spoken productions into videos, which can be posted on the Internet, emailed, or played on handheld devices like iPads. This feature helps you to use spoken utterances created with the program in real life.

Topics in this chapter:

- [Overview of the video feature](#)
- [Video and email setup](#)
- [Adding text captions](#)
- [Emailing your video](#)
- [Uploading your video to the Internet](#)

This new feature is still under development. We welcome your feedback!

### Overview of video and email

When you run a SentenceShaper workbook, you create speech on each page, and you may also add text to the pages.

- The program's **video** feature lets you turn all this into a video. It can be posted on the Internet or played on an iPad or virtually any other tablet, laptop, or phone.
- The program's **email** feature lets you send your videos to friends and family from within SentenceShaper.

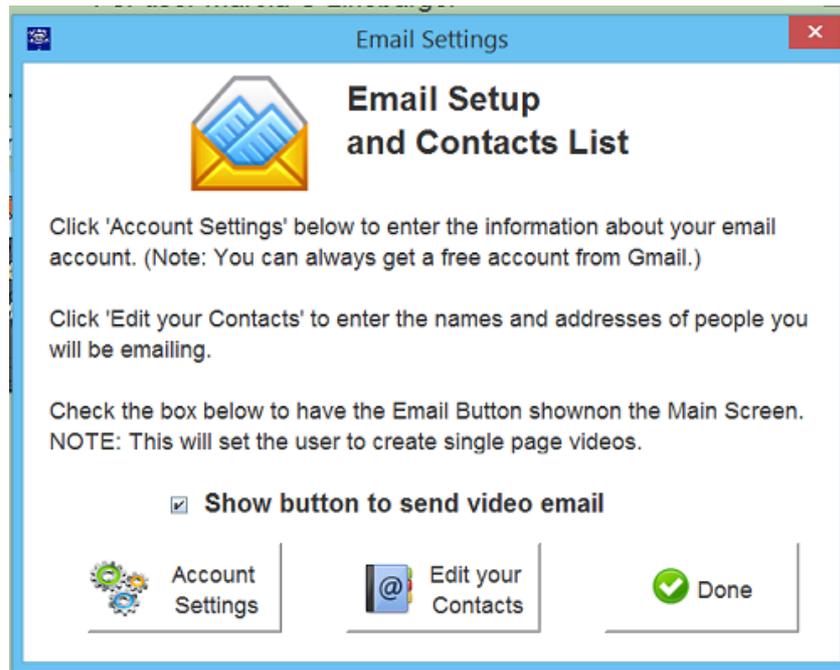
Here are the basic steps:

1) Turn on the video feature:

The **Video Settings Screen** is accessed from the User Settings Screen. Open this screen to turn on the video feature and make various choices about video format, where to store the videos, whether to make a video of the whole workbook or just a single page, and so forth.

2) Turn on the email feature:

If you want to be able to email your videos, open the **Email Setup & Contacts Screen**, also accessed from the User Setting Screen:



**Email Setup Dialog**

This screen lets you access two email settings:

- Account settings: You will need to add your email address and password (plus some additional information if your account is not with gmail, aol, yahoo, or hotmail). This account will be used to send emails. You will not need to set up any email program on this computer; you just need an internet connection.
- Edit your contacts: You will also need at least one email contact to send your videos to.

### 3) Launch video-making:

Once the video feature is turned on, you will see the **VideoButton** on the main screen (lower right) whenever you run a workbook:



Video Button outlined in RED

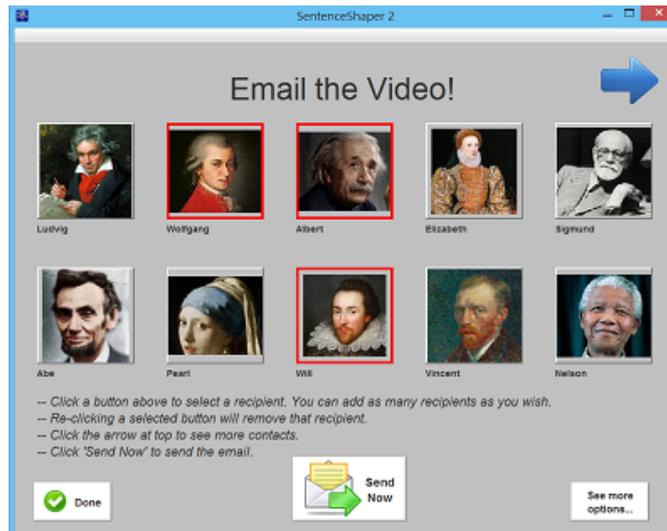
Start by creating some "purple beans" in the Story Row. If you have chosen to add text captions/subtitles, type in your text as instructed in the section on [captions](#) (the Caption Box is shown above).

Now click the Video Button. The video will be created and placed in a folder called "Exported files for <User Name>".

4) Email your video:

If the email feature is turned on, then after the video is made the program will open a screen where you can choose a recipient and actually send the video to that recipient.

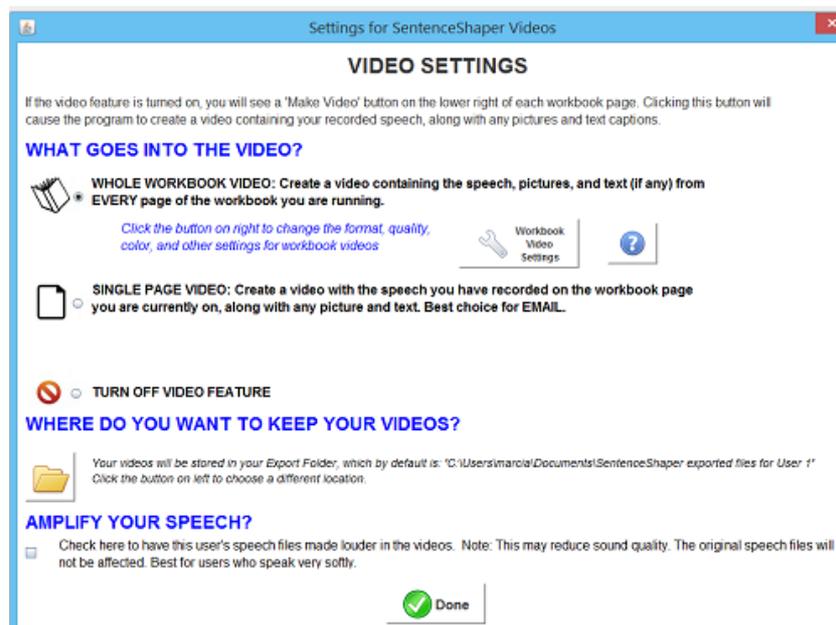
A sample screen is shown below. The user has selected three contacts. When he or she clicks 'Send Now', the video will be sent to those three contacts.



Send Email Screen

## Video Settings Screen

You can open the Video Settings Screen screen from the User Settings Screen. It will look like this:



Video Settings Screen

On this screen, you will make three choices:

**Choice #1:** What kind of video (if any) do you want to make?

-- "WORKBOOK VIDEO": If you choose this option, you'll see a button labeled 'Make Workbook Video' on the lower right of the screen whenever you are in a workbook. When you click that button, the program will create a video containing all the speech, pictures, and text that you've added to **the entire workbook**. The video will be in MP4 format unless you selected mpg format (the latter is best if you want to play the video on an older Windows computer).

-- "SINGLE PAGE VIDEO": If you choose this option, you'll see a button labeled 'Make Page Video' on the lower right of the screen whenever you are in a workbook. When you click that button, the program will create a video that plays the speech you recorded on **that one page**, along with the picture (if there is one) and any text you have added.

If you have enabled the email feature, then you will next see a screen where you can select a recipient and send the video to him or her.

-- "DO NOT DISPLAY BUTTON TO MAKE VIDEOS": If you choose this option, you will not see the Video Button on workbook screens. However, whenever you decide you would like to share your spoken productions, you can just re-open the Video & Email Settings and select one of the other options.

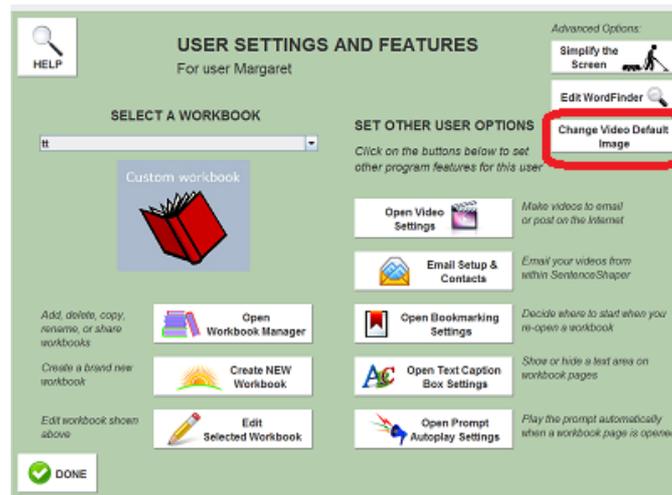
Note: Only pages that contain "purple beans" in the Story Row will be included in the video.

**Choice #2:** Where to store your videos. Each user has an "Export Folder", that is, a folder named "Exported SentenceShaper files for <User Name>". This is located in your Documents folder unless you choose a different location.

**Choice #3:** Whether to have the program amplify user's recordings when it exports them. This can make them easier to understand if the individual speaks softly, but at the cost of audio quality. It will not affect the original recordings within SentenceShaper, just the videos.

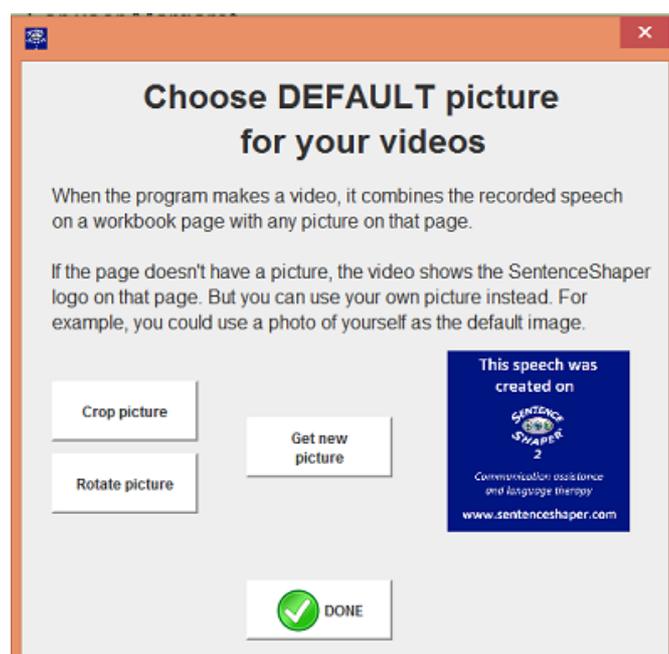
**One final decision: What to do if there is no picture?**

One last choice you can make is what image to display if you are making a video from a page with no picture. Currently, the system adds a blue image with the SentenceShaper logo to display while the speech on that page is playing. But you can set the program to display one of your own pictures instead, on pages which don't have a picture. To do this, open the User Settings & Features Screen, and click the Change Video Default Image Button, circled in red below:



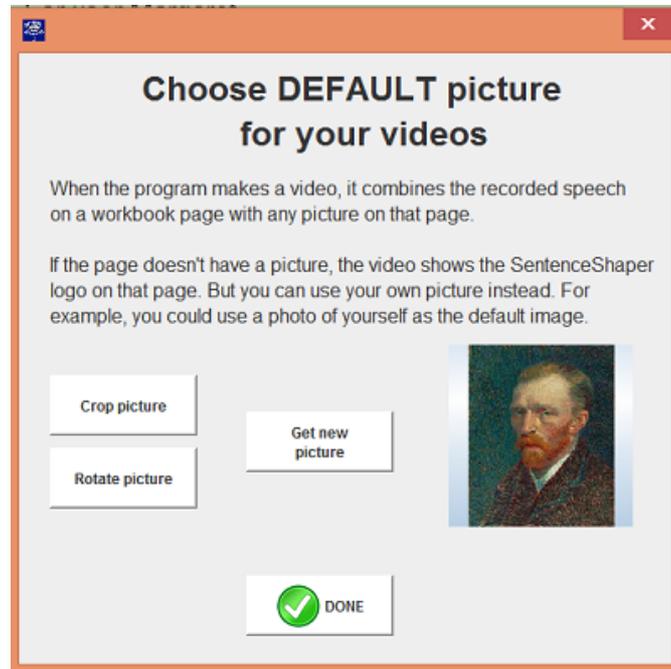
User Settings & Features - 'Change Video Default Image' Button circled in red

This will open up a dialog that lets you import a new default picture instead of the blue SentenceShaper logo image shown below. You can also rotate/crop the new picture as needed.



**Change Video Default Image Dialog with SentenceShaper logo as default picture**

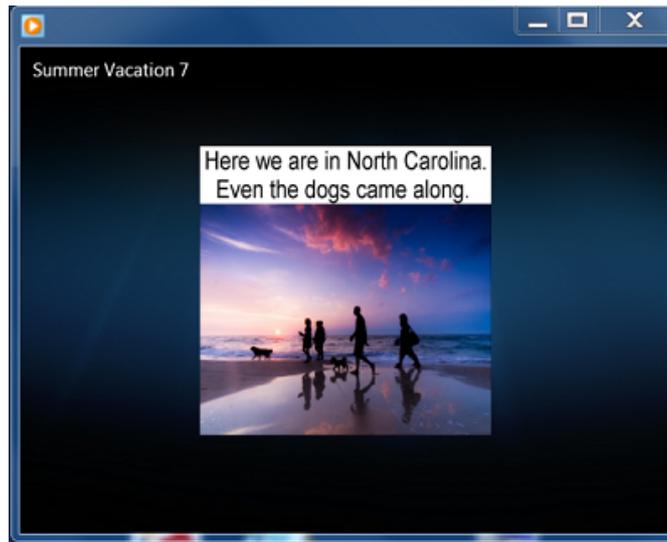
The image below shows the same screen with a personal image added. This user's videos will display this image whenever the video contains speech from a page with no picture.

**Change Video Default Image Dialog with user-selected default picture**

## Add text captions

You can use the optional "Caption Box" to add text to a page before you turn it into a video. The Caption Box is a small area on the Main Screen where you can type in text for a workbook page. Click [here](#) for instructions about how to use the Caption Box.

If you click the Video Button while the caption box is visible, your text (if any) will be included in the video. For example, the screen shot here shows a workbook page playing in Windows Media Player, along with a subtitle added by the user.

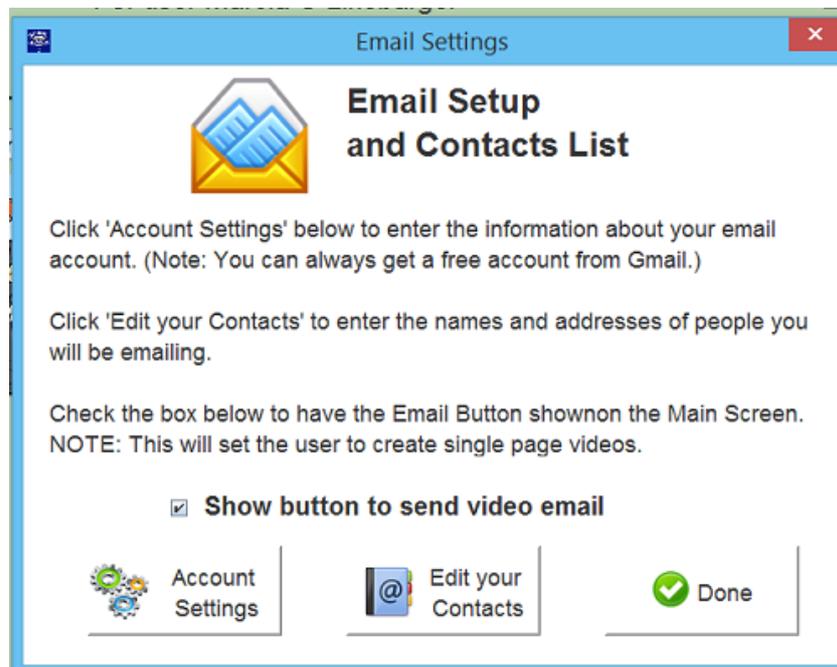


Workbook video with caption

If a page does not have a picture, then just the caption will be displayed.

## Sending your messages as emails

If you want to email spoken messages created in SentenceShaper, you need to first set up the user for email. To do this, open the User Settings and Features Screen, and click the "Email Setup & Contacts" button on the upper right of the screen. This is what you will see:



Email Setup Dialog

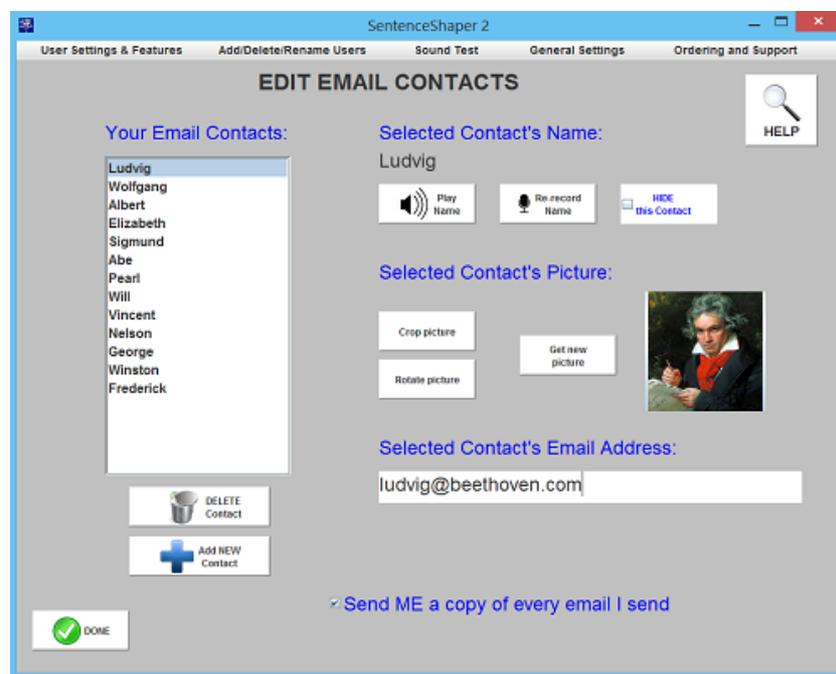
Click the "Account Settings" Button to open a screen where you can enter information about the email account you will be using. If you don't have an email account, you will need to sign up for one. Gmail, for example, offers free accounts.

Be sure to check the box marked "Show button to send video email".

The email feature requires a program called the **Microsoft .NET Framework**. This program is most likely on your computer already. If not, you should see a message when you try to send the test email during email setup. Depending upon what version of Windows you are running, you will be able to add this program as needed. In Windows 8, you may need to run Windows Update before you can download Microsoft .NET Framework. Please do contact us if you run into any problems.

## Entering your email contacts

You also need to tell the program who you want to send emails to. To do this, click the button labeled "Edit Your Contacts". This will open a screen, shown below, where you can enter the names and email addresses of your contacts.



"Edit your Email Contacts" Screen

To add a contact to the list on the left (which will initially be empty), click the button marked "Add NEW Contact" below the list. Click "Record new word": in order to record the new contact's name, and type in the contact's email address on the lower right.

You may also wish to add a picture of the contact. The recorded name and the optional picture are ways to help the user choose the right person to email the video to. Click "Get New Picture" to import a photograph of the contact. You can see the "Crop Picture" and "Rotate Picture" buttons as needed (for example, if the contact is in a photograph with other people, you can crop the picture so that only the contact's face is displayed).

On the upper right, you will also see the option to "hide" the selected contact. Whatever information you have entered will be saved, but the contact will not appear on the "Send Mail" screen.

## Setup checklist

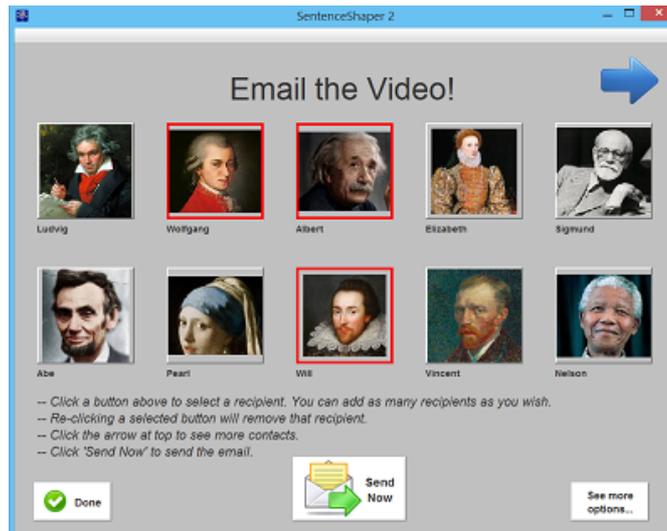
To summarize, this is what you need to do to set up a given user for email:

- Enter that user's email account information in the Email Settings Screen. (If necessary, sign that user up for a free gmail or other account.)
- Check the "Show button to send video email" box shown above
- Enter information about at least one email contact in the "Edit Email Contacts" Screen.

## Sending the email

Once you are fully set up, this is how you will send a spoken email:

After recording the message and placing it in the Story Row (the area with the "purple beans"), click the "Make Page Video" Button at the bottom of the screen. After the video has been created, you will see a screen that looks like this:



**"Email the Video" Screen**

When the user clicks a contact, the name you recorded will be played aloud, and the selected contact will be highlighted in red.

Use the blue arrow at the top of the screen to go to the next page, if this user has more than 10 contacts.

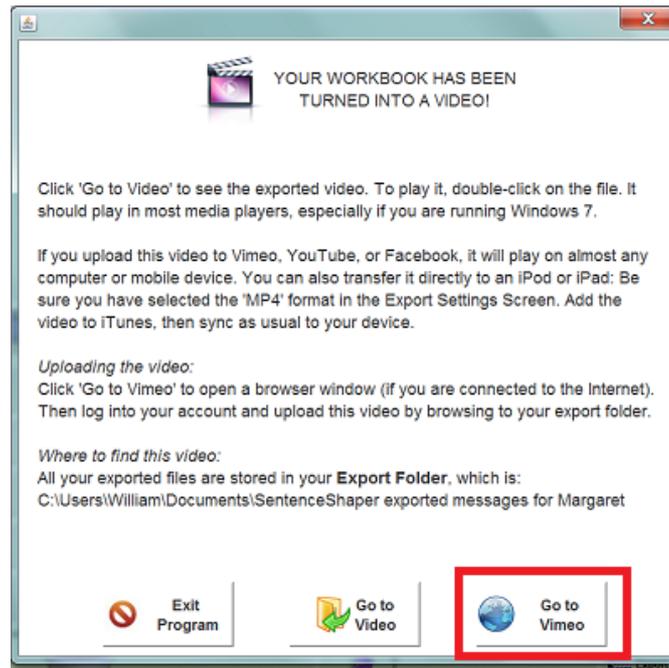
Click the "Send Email" button (middle button at the bottom of the screen) to launch the email. You will be asked to confirm that this is the desired recipient, and then the email will be sent. You will receive another message telling you whether the email was successfully sent.

What happens is that SentenceShaper sends an email to that user and attaches your video to it. The email will be titled "Video message from <User Name>".

You will see a conformation message when the email has been sent.

## Uploading your video to the Internet

After your video has been created, you will see a screen like the one shown below. It tells you where to find the video in your Export Folder, along with other information. And, if you selected "Display button to access Internet" in the Video & Email Settings Screen, then it will also have a button like the one highlighted in red below:



**Popup after video has been created**

This button will launch a browser (assuming that your computer is connected to the Internet) and will go to one of three Internet sites where you can post your video: Facebook, YouTube, or Vimeo. You choose the particular site in the Video Settings Screen. Once there, log in -- if it is your first time, you'll need to create a free account first -- and upload the video. These sites typically create different versions of your video, and ensure that it plays on whatever computer a person is using when they view your video.

## **CHAPTER 10: THE EDITING TOOLS**

Some versions of the program include three tools that allow you to create customized materials: workbooks, pages, and WordFinders.

Topics in this chapter:

- [The Edit Workbook Screen](#)
- [The Edit Page Screen](#)
- [The Edit WordFinder Screen](#)

## THE EDIT WORKBOOK SCREEN

This screen lets you modify built-in workbooks or create new workbooks of your own.

Topics below on this page:

- [Why edit a workbook?](#)
- [How to create a brand new workbook](#)
- [How to open the Edit Workbook Screen](#)
- [Layout of the screen](#)
- [Editing a page in your workbook](#)
- [Playing speech on selected page](#)
- [Deleting a page in your workbook](#)
- [Duplicating a page in your workbook](#)
- [Reordering the pages in your workbook](#)
- [Renaming a page in your workbook](#)
- [Adding pages from another workbook](#)
- [Saving your changes](#)
- [How to protect important workbooks](#)
- [How to HIDE the edit buttons on the welcome Screen](#)

### Why edit a workbook?

There are many reasons why you might want to edit a workbook, including:

-- To create an electronic scrapbook with the user's **personal photos** accompanied by spoken comments in his or her own voice, created on SentenceShaper.

-- To modify the built-in workbooks for a particular user, probably by making minor changes such as adding different words to the Vocabulary Cue Buttons.

-- To create a workbook that trains a **different grammatical structure**. This would involve more substantial changes like re-recording the Page Prompts and/or the Vocabulary Cue Button answer keys to elicit the new structure. For example, the A1 Simple Sentences Workbook

could be modified to train passive sentences by re-recording the simple active page prompts ("The woman is feeding the cat") as passive sentences ("The cat is being fed by the woman").

## How to make a brand new workbook from scratch

In order to create a brand new workbook (for example, with the user's own photographs), click the "**Create New Workbook**" Button displayed on both the Welcome Screen and the User Settings Screen. This will create a small starter workbook which you can expand and modify in the Edit Workbook Screen.

## How to open the Edit Workbook Screen

To edit an existing workbook, select it in the workbook list on the Welcome Screen, and click the "**Edit Workbook**" button. Both this button and the button to create a new workbook are outlined in red below:



Welcome Screen

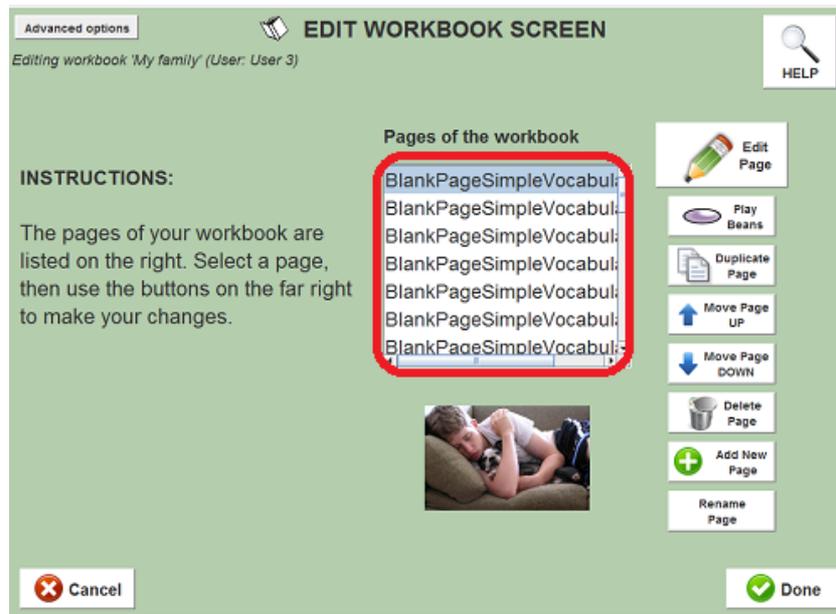
"Create NEW Workbook" and "Edit Workbook" buttons highlighted in red

You can only edit workbooks in the user's workbook list; other users' copies of the built-in system workbooks will not be affected by your changes. You may want to rename your copy of a workbook before editing it, to remind you that this is your version. If you don't like your changes, you can always make a fresh copy of the built-in workbook in the Workbook Manager Screen, which is also the screen where you can rename the workbook.

(Note: You can also access the Edit Workbook Screen from the User Settings Screen.)

## Layout of the screen

On the right side of the Edit Workbook Screen, you will see a list of the pages in the workbook that is being edited (circled below).



The workbook being edited is on the right

If the selected page has a picture on it, you will see a small thumbnail of the picture below the list.

To the right of this list you will see seven buttons, which allow you to perform various operations, described below.

## Editing a page in your workbook

Select the page you want to edit and click the **Edit Page** button on the far right of the screen. This opens the [Edit Page Screen](#) so that you can make changes to this page. You can modify the page's picture, vocabulary cue buttons, prompt, and WordFinder.

Any changes you make will affect only the page in the workbook being edited. So if you copy a page from one workbook to another, then change

the picture on the page in the second workbook, the original page in the first workbook will not be changed.

### **Play speech on selected page**

The "Play Beans" button plays any speech that the user has recorded in the Story Area of that page. This can be helpful in the event that the user recorded speech before any pictures were added.

### **Deleting a page in your workbook**

Select the page you want to delete and click the **Delete Page** button on the far right of the screen.

This just deletes the page from the workbook being edited. If you copied it from another source, the original will not be deleted.

### **Duplicating a page in your workbook**

To make a copy of a page in the same workbook, select the page and then click "Duplicate Page".

If the user has created snippets or purple beans on the page you are copying, you will be asked whether you want to **copy these user sound files** as well as the basic page layout (image, buttons, prompt, WordFinder).



**Dialog asking whether to copy user sound files**

If you click "Yes", then it will copy any snippets and purple beans recorded by the user on that page into your workbook. If you click "No", then it will copy the page itself but will not copy the user's recordings.

### **Reordering the pages in your workbook**

To reorder pages in the workbook, select the page you want to move and click the **Up** button to make it come earlier in the workbook or the **Down** button to make it come later.

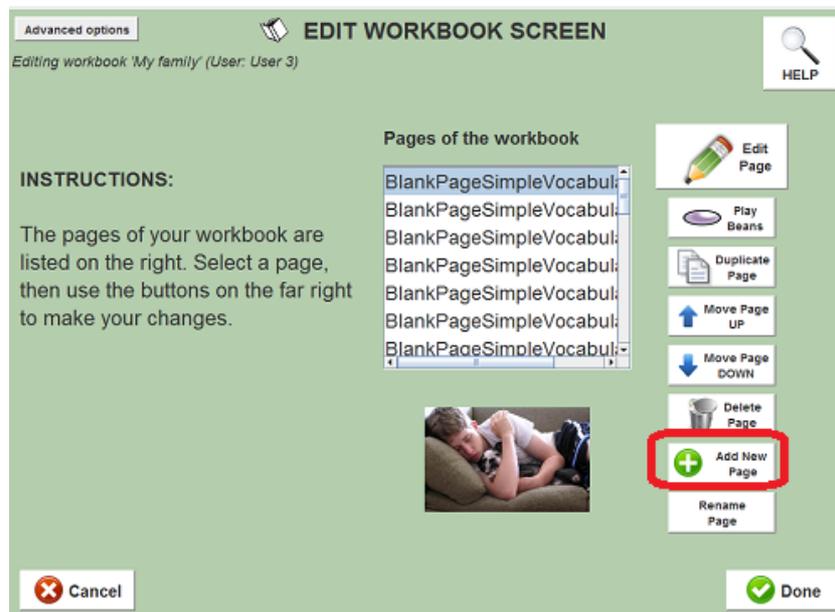
## Renaming a page in your workbook

Select the page you want to rename and click the **Rename Page** button on the far right of the screen.

Note: this is strictly for your own convenience. Page names are not displayed when the workbook is run, and workbooks can have many pages with the same name.

## Adding pages to your workbook

You can add a new page to the workbook by copying in a page from one of your other workbooks. Use the **Add New Page** button on the far right. This will cause the user's other workbooks to be displayed on the left side of the screen.



Edit Workbook Screen -- "Add Page" Button circled

Now select the workbook you want to copy from. Its pages will then be displayed below the workbook list. The workbook list is circled in the screen shot below: Select the page you want to copy, and click **Add** (or click **Add All** to copy all the pages in that workbook).

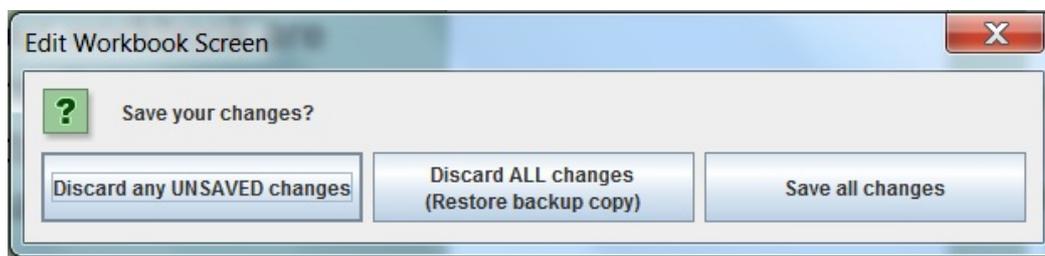
After adding the page, it will appear in the list on the right. Any changes that you make will only show up in this workbook; the original version of the page in the workbook you copied from will not be affected.

Note: You can add more than one copy of a given page to a workbook. For example, you could add 10 copies of the page named "PictureAreaSimpleVocabularyCues" from the "E4" workbook, then edit each page to change the picture and other features. (You can leave the page name the same for all 10 copies if you like.)

The copied page(s) will be inserted above the currently selected page in the workbook. If the page has any user utterances on it, you will be asked if you want to copy them as well.

## Saving your changes

To exit the Edit Workbook Screen, click either "Save" or "Cancel". If you click "Cancel", then some or all of the changes you made will be discarded. You will see this dialog box:



**Workbook Editor Cancel Options**

-- If you click "Discard ALL changes", then the workbook will revert to the backup copy that was created when you started the editing session. Even changes that you deliberately saved (by clicking "Save" in the Edit Page Screen, for example) will disappear.

-- If you click "Discard any UNSAVED changes", then only changes since the last save will be discarded. (Re "the last save": During an editing session, you will sometimes be telling the system that you want your changes to be saved, and the Edit Page Screen has buttons to save your changes as you go.)

## How to protect important workbooks

Some workbooks may contain especially important files, such as long productions created by the user for a speech or electronic scrapbook, or data you are collecting for a research study.

For extra precaution against loss of user recordings, open the [Workbook Manager](#) Screen, select the workbook you want to protect in your workbook library list, and click "**Duplicate**". This will make a copy of your workbook, including any user recordings it contains. It will have the same name as the workbook, but will begin with the words "COPY\_OF\_". Just in case something happens to your workbook, you will always have this backup. If you want to make another copy later (to include subsequent changes), you will need to either delete this copy or rename it to something else.

In addition, the program automatically makes a temporary copy of any workbook you are editing, at the start of each editing session. In case something goes wrong in the process of saving your changes, this will at least protect the workbook from being ruined.

The reason we take all these precautions is that every now and then Windows is unable to copy files while saving a workbook. One reason for this can be that the files it wants to copy are in use by another program. That's why we recommend that you close all other programs while you are running SentenceShaper 2. **It's especially important to make sure that you do not have the SentenceShaper 2 folder open in Windows Explorer while you are running the program.**

Please do let us know if you do run into any problems with saving your workbooks.

## **How to hide the Edit Buttons on the Welcome Screen**

You may want to hide the edit buttons if the person with language problems might find them confusing or might accidentally damage a workbook. Since these two buttons are also displayed on the User Settings Screen, they do not have to appear on the Welcome Screen as well. To remove them from the Welcome Screen, open the User Settings Screen and click "Simplify the Screen".

# THE EDIT PAGE SCREEN

The Edit Page Screen allows you to customize four aspects of a workbook page: the **picture** (if any) it displays, the **Vocabulary Cue Buttons**, the page **Prompt**, and the **WordFinder** (if any) it provides.

Topics below on this page:

- [How to open the Edit Page Screen](#)
- [Entering the Edit Page Screen](#)
- [Changing the Main Picture](#)
- [Changing the Vocabulary Cue Buttons](#)
- [Changing the Page Prompt](#)
- [Changing the WordFinder](#)
- [How to create a brand new page](#)
- [Exiting](#)

## How to open the Edit Page Screen

First, you need to choose a **workbook**, and open it in the Edit Workbook Screen. Then select the **page** in that workbook that you want to edit, and open the Edit Page Screen for it.

To choose the workbook, select it in the workbook list on the Welcome Screen, and click the "**Edit Workbook**" button (circled) below the list:



Welcome Screen - "Edit Workbook" Button circled

This will open the Workbook Editor. Select the page you want to edit, and click "**Edit Page**".

## Entering the Edit Page Screen

The Edit Page Screen is shown below. If the page has a picture, it is displayed. You can click the Vocabulary Cue Buttons or the Prompt Button to hear them, and you can click the WordFinder Button for information about the WordFinder assigned to that page.

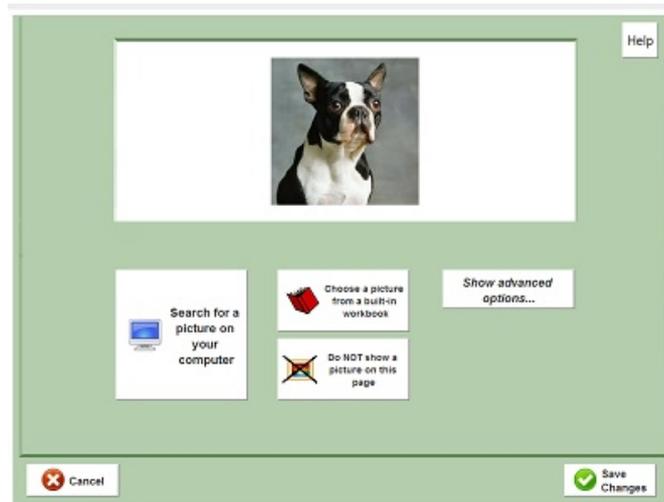
To start editing, decide what part of the page you want to change. Click on the appropriate button to begin editing.



**Edit Page Tool - Opening Screen**

## Changing the Main Picture

If you click "The Main Picture", you will now see a screen like the one below (the picture will be different):



### Change the Main Picture

There are four buttons here. From left to right:

-- "**Search for a picture on your computer**": This opens a browser so you can find a picture on your computer to put on the page. It will then import the picture; that is, it will make a copy of the picture and put it in that user's Picture Library.

You can use personal photos (either from a digital camera or film photographs that you have scanned in) or images from the Internet. For example, you may want to use sites like Google Images to find pictures for your workbook pages. Just save them somewhere in your Windows Pictures folder, then browse for them using the button described here.

-- "**Choose a picture from a built-in workbook**": This opens a browser in the folder where SentenceShaper stores the pictures for its built-in workbooks.

-- "**Do NOT show a picture on this page** ": This removes the picture from the page. Pages do not need to have pictures.

-- "**Advanced Options...** ": Clicking this button opens a couple of more advanced choices:

-- The "**Use this picture as the workbook preview**" button causes the current page picture to be displayed on the Welcome Screen button to run the workbook. The dog picture shown below is a personal photo that has been selected to serve as a workbook preview.



**Workbook Preview Image on Welcome Screen**

-- The **"Look in my Picture Library"** button opens a screen so that you can choose from pictures that you have previously imported. Whenever you import a picture, it is copied into one of the user's SentenceShaper folders. This helps with portability: if you copy a user's folder to a different computer, all that user's materials will run on the new computer.

If you try to import a picture that has the same name as a picture you already imported, you will see a message telling you that "\_COPY" will be added to the picture name (and, if that file exists too, "\_COPY\_COPY" will be added, and so forth). If you see this message a lot, then you may be importing the same pictures over and over again, which will use up space on your computer. To re-use a picture you have imported previously, click "Advanced Options" and then "Look in my Picture Library".

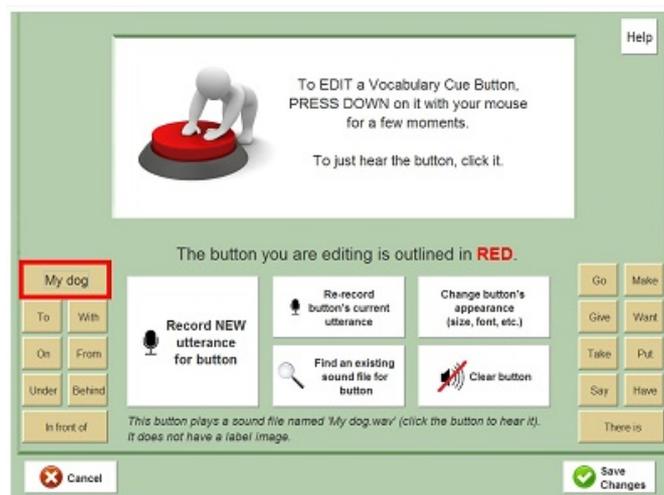
## **Changing the Vocabulary Cue Buttons**

If you click "The Cue Buttons" on the Edit Page Tool's opening screen, you will now see this screen:



### Change the Vocabulary Cue Buttons

The Vocabulary Cue Buttons are visible along the sides of the screen, and can be played by clicking. To actually **change** a Vocabulary Cue Button, however, you must **press down on it with your mouse** for a few moments to tell the system that you want to edit that particular button. This is what the screen will look like when you have chosen a button to edit:



### Vocabulary Cue Button Selected for Editing

The button you are editing will be highlighted in red, as shown above. Your options are (from left to right in the screenshot above):

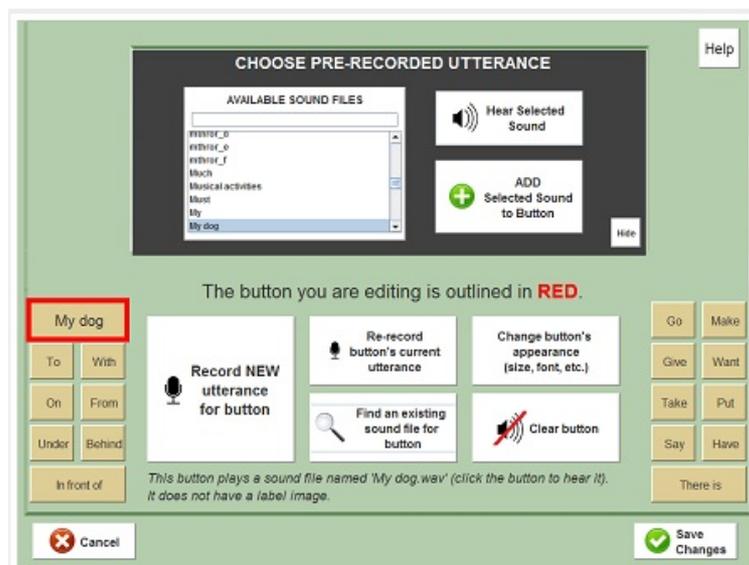
-- "**Record NEW utterance for button**": Click this button if you want to change the content of the button -- for example, to change it from "My dog" to "Fido". You will be asked to type in a name for the button, and then the recording box will immediately pop up. Record the sound file and

click "Done". After a moment, the new sound can be heard by clicking the button.

You may wonder why the program asks you to type in a name for the utterance. This is because all the sound files you create for this user are saved so that they can be reused. See below about how to find utterances you have recorded earlier.

-- "**Re-record button's current utterance**": Click this button if you are happy with the word or phrase played by a button, but don't like the quality of the sound file. The recording box will pop up, and you can try again, then play the button to hear the results..

--"**Find an existing sound file for button**": Clicking this button will open a small panel in the picture area, at the top of the screen:



**Choosing an Existing Sound File for your Button**

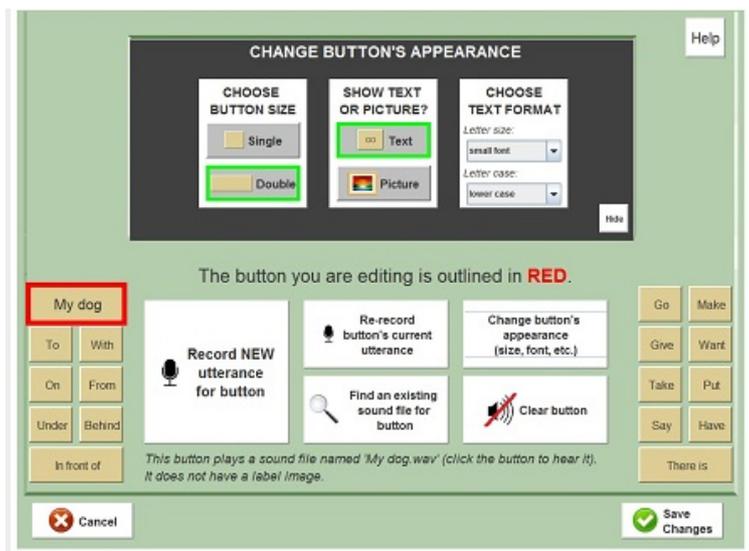
The list on the left of this new area (dark background) is a list of all the sound files that are available to use on the button. They include both SentenceShaper system sound and files you have recorded.

To hear the sound file that is selected in this list, click the button labeled "**Hear Selected Sound**". To choose this sound file for your button to play, click the lower button marked "**ADD Selected Sound to Button**".

Note: If you record a sound file with the same name as a system sound file, then that user will always hear the version you recorded, but the

system sound file will not be affected, and other users will hear the original version.

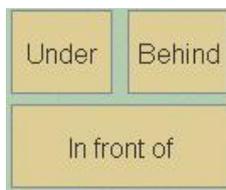
--"**Change button's APPEARANCE (size, font, etc.)**": Clicking this button will also open a small screen in the picture area, shown in this screen shot:



### Changing your Button's Appearance

This new area (dark background) has three small panels. From left to right:

--"**Choose Button Size**": Buttons can be single or double, as shown below:



### Single versus double Vocabulary Cue Buttons

This button lets you change a double button into a single, or vice versa. (Some buttons cannot be double, and the screen will tell you that.)

--"**Show Text or Picture**": This button lets you decide whether you want the button to display the name of the sound file, or a small image.

If you select **"Text"**, then the third panel will be one that lets you choose the font size and case of the button text. The text on the button will change immediately when you change the font size or case. If a word or phrase does not fit on the button, you can make the text smaller or change the size of the button

If you select **"Picture"**, then the third panel will be one that lets you choose a picture to go on the button. One button (**"Import new label picture"**) will let you find an image on your computer and copy it into your SentenceShaper folder. The other button (**"Search in my Label Library"**) will let you choose a label picture that you have already imported. Also, each user has a starter set of small images in their Label Library.

Why would you want to put a picture on a Cue Button? These label images can be used to help a user with reading problems to find the right button; or to hide the text if you want users to try to think of the item themselves first; or to mark a button with some special function. For example, in some of the built-in workbooks, the **key** image on a Vocabulary Cue Button indicates that the Vocabulary Cue Button plays one possible answer to the question or task posed by the Prompt Button. This key image is included in the starter Label Library for each user

Another use is to display text in different writing systems, such as Chinese, Hebrew, Arabic, etc. Just create a small image (130 pixels wide, 50 pixels high is a good size) using the Windows accessory named "Paint" or any other image processing program. If your computer has the fonts for this writing system, then you can add the text to the image in Paint. Then import the image into your label library, record the word it spells, and put it on a Cue Button!

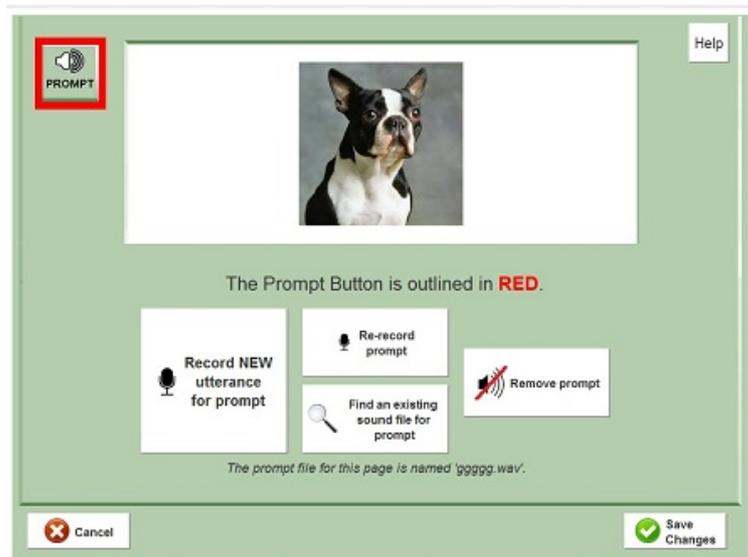
--**"Clear button"**: If you click this, the selected Vocabulary Cue Button will not be displayed on your page.

### **Changing the Page Prompt**

The Page Prompt is a sound file that is played by a special button on the page. It may provide a model of the target sentence, or ask the user a question, or suggest something to talk about. It can be set to play when

the user first opens a page, and it can also be played manually by clicking the Prompt Button.

If you click "The Page Prompt" on the Edit Page Tool's opening screen, you will now see this screen:



**Page Prompt Selected for Editing**

The Prompt Button will be highlighted in red, as shown above. Your options are (from left to right in the screen shot):

-- "**Record NEW utterance for prompt**": Click this button if you want to change the content of the prompt -- for example, to record a passive sentence instead of an active sentence to describe the main picture. You will be asked to type in a name for the button, and then the recording box will immediately pop up. Record the sound file and click "Done". After a moment, the new sound can be heard by clicking the button.

-- "**Re-record prompt's current utterance**": Click this button if you are happy with the word or phrase played by the prompt, but don't like the quality of the sound file. The recording box will pop up, and you can try again, then play the prompt to hear the results..

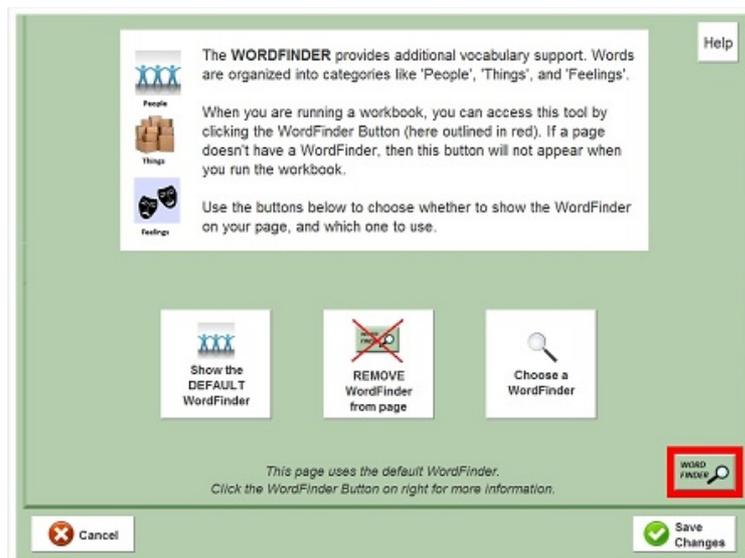
-- "**Find an existing sound file for prompt**": Clicking this button will open a small screen in the picture area, just as it does if you are editing a button. You will be able to choose an existing sound file -- either a system

sound file, or one that you have already recorded -- and make it the page prompt.

## Choosing or removing a WordFinder

What we will cover here is how to select or remove a WordFinder for the page you are editing. (For more information about the WordFinder itself, see [Chapter 7](#). And remember that the actual editing of WordFinders is done in the [Edit WordFinder Screen](#).)

If you click "The WordFinder" on the Edit Page Tool's opening screen, you will see this screen:



### Change the WordFinder

The WordFinder Button will be highlighted in red, as shown above. Your options are (from left to right in the screenshot):

-- "**Show the DEFAULT WordFinder**". This WordFinder has approximately 1100 words and phrases on a variety of topics. The words are grouped into nine categories like "People", "Things", or "Feelings".

-- "**REMOVE WordFinder from page**": If you click this button, the page will not show the WordFinder button at all. There are good reasons to omit the WordFinder --- it may be distracting or confusing, or you may want the user to practice a small set of vocabulary items that you can put on the Cue Buttons along the side.

-- "**Choose a WordFinder**": This button opens a window where you can see descriptions of available WordFinders, and select one for this page. The window looks like this:



Selecting a WordFinder

Select a WordFinder in the list box (circled above). You will see a brief description of it below the list box, and you can add it to your page by clicking "OK". Available WordFinders include small ones created for the "D" workbook series, and any that you have created yourself.

## How to create a brand new page

There are two steps to creating a brand new page in a workbook:

First, add a page to the workbook, in the Edit Workbook Screen. Click "**Add page from other workbook**" to copy in a page from another workbook, or click "**Duplicate Page**" to clone an existing page. Once the page has been copied, select it and click the "Edit" button on the right side of the Edit Workbook Screen. This will open up the Edit Page Screen, and you can edit this new page as described here.

## When you exit: Cancel or Save?

When you finish editing a page feature -- picture, Cue Button, Prompt, or WordFinder -- you will decide whether to save your changes. The "**Save**

**changes**" button will save the page with your changes, and you will no longer have the original version of this page. But remember: Your changes will not affect other users' versions of the page, as all editing is local to a given user. (Also, when you finish editing the workbook that contains this page, you will have the option to throw away ALL your changes during that session.) The "**Cancel**" Button discards your changes and leaves the page the way it was. However, any changes you made to sound files (re-recording existing files or adding new ones) will be saved.

These buttons will return you to the opening screen of the Edit Page Tool. Now click "**Close Page Editor**" to return to the Edit Workbook Screen.

# THE EDIT WORDFINDER SCREEN

The Edit WordFinder Screen lets you modify the built-in WordFinders by adding, deleting, and re-recording words or groups of words. This Screen is for fairly advanced users, so we will assume that you are familiar with the WordFinder itself and how it works.

Below on this page:

- [How to open the Screen](#)
- [Layout of the screen](#)
- [How to edit the Words List](#)
- [How to edit the Subcategories List](#)
- [How to edit Top Level Categories](#)
- [Exiting: "Save", "Save as", or "Cancel"](#)
- [Restoring the system version of a WordFinder](#)

## How to open the Edit WordFinder Screen

The Edit WordFinder Screen is entered from the User Settings Screen. On the upper right, under "Advanced Options, click "**Edit WordFinder**". You will first select the WordFinder to edit, and then you will go to the Edit WordFinder screen itself.

## Layout of the screen

There are three main panels on the screen. Later in this section we will examine each panel in more detail, but first we will give you an overview of the screen.

*LEFT panel: Top level categories*

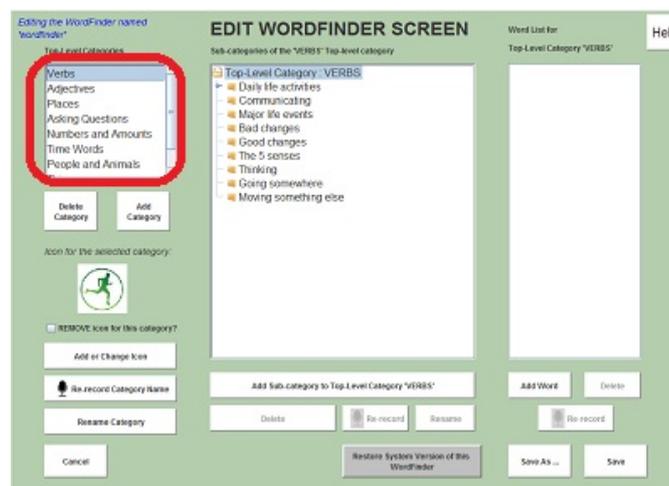
The leftmost panel lets you change the top level categories, which you see when you open the WordFinder during an actual recording session:



**Top Level Categories on the WordFinder opening screen**

Each top level category has its own button on that opening screen, with an icon. The **default WordFinder** has nine top level categories ("People and Animals", "Things", "Feelings", "Verbs", "Adjectives", "Places", "Asking Questions", "Numbers and Amounts", and "Time Words"), but a WordFinder can have up to 12 top-level categories.

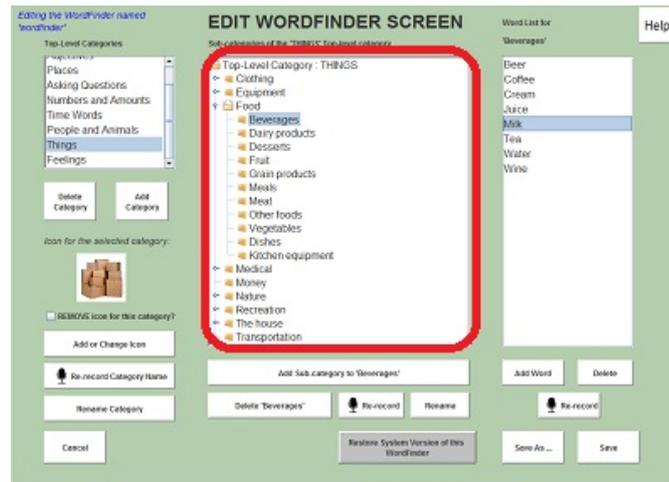
This leftmost panel is where you can add or delete top level categories. The current top-level categories will be listed in the leftmost panel, circled below:



**TOP LEVEL CATEGORIES on left panel of editing Screen**

### *MIDDLE panel: Subcategories*

In the middle of the Edit WordFinder Screen, all the subcategories of the selected top level category are shown. This middle panel is circled below:



**SUBCATEGORIES on middle panel of editing screen**

For example, if the "Things" category is selected in the left panel, then the middle panel will display all the subcategories of "Things" ("Clothing", "Equipment", "Food", etc.), along with any subcategories that these subcategories may have. Below is a close-up of this center panel, with the "Food" subcategory opened up:

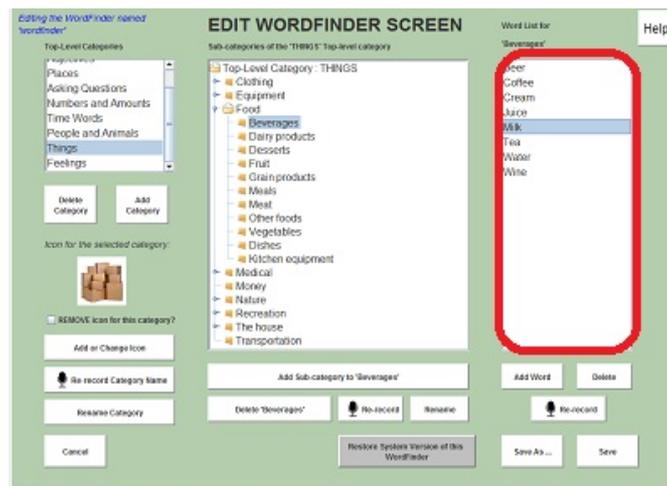


**SUBCATEGORIES panel in center, close up**

The symbol "🗄️" next to an item indicates that it contains one or more subcategories. For example, "Food" contains the subcategories shown ("Beverages", "Desserts", "Beverages", etc.) but "Money" only contains individual words.

*RIGHT panel: Words*

The right side of screen contains individual items rather than categories:



**WORDS LIST on right panel (circled)**

The words displayed on the right side of the screen are those contained in whatever category is selected in the middle panel. While we call them "words," you can record a whole sentence or phrase as a single item.

One more thing you should know about the Edit WordFinder Screen: whenever you click a word or category within it, you will hear the sound file associated with it.

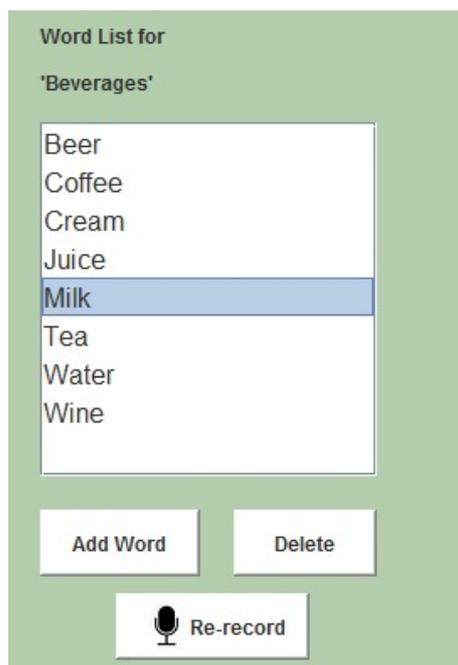
So these are the three areas of the Edit WordFinder Screen. Below we will provide detailed instructions for how to use each of these areas. We will start with the one on the far right, the "Words" list.

## How to edit the Words List

To add, delete, or re-record words, you will use the Words Panel on the right.

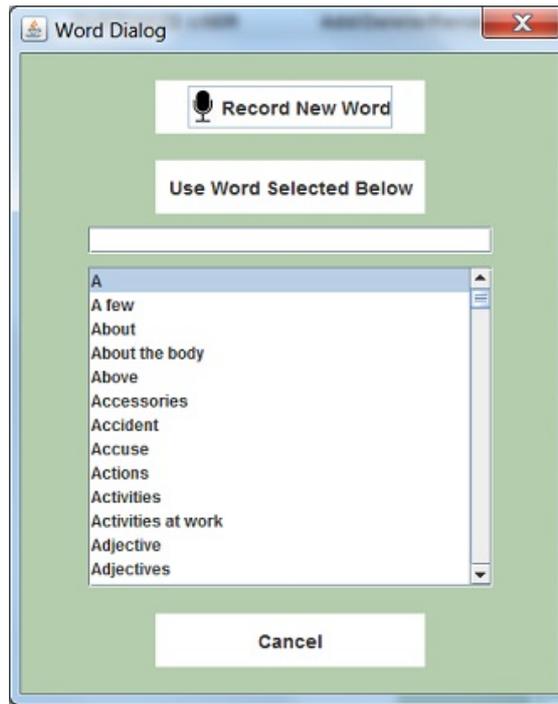
### *Adding Words*

As we saw above, the top level category "Things" includes a subcategory "Food", and "Food" is further broken up into subcategories like "Beverages" and "Desserts". Suppose you want to add some more words for "Beverages". You would start by selecting the "Things" top level category on the leftmost panel. In the middle panel, you will now see all of "Thing"'s subcategories. Select the subcategory "Food" and then the subcategory "Beverages". Now the right panel, for individual items, will look something like this:



Close up of WORDS panel on right

Let's say we want to start by adding some more beverages to this list. Click the **Add Word** Button shown above, right below the word list. This will open up a screen like the one shown below:



**Adding a new word or phrase**

This offers you two options: you can record a brand new word, or select an existing word.

If you click "**Record New Word**", you'll now see a screen like the one shown below, where you can type in the word you want, let's say "Mineral water":



**Type the name of the new word into this box**

When you click **Continue** on the screen above, you" see the familiar recording box:



**Recording box to record "Mineral water"**

The name of the word you are recording will be shown below the recording box. When you click **Done**, the new word will appear in the word list on the far right, with the other beverage words.

Note: The program will tell you if you try to add a word that is already in the system. In that case, you'll need to follow the instructions below.

To add an existing word to your WordFinder category, you can search for it by typing in part or all of its name in the text box above the list of available words. The first word that matches what you typed in will be selected, and will be highlighted in blue. (Or you can just scroll down the list, and click on a word to select it.)

When you have selected the word you want to add to your WordFinder category, click the "**Use Selected Word**" Button above the word list. The word will now appear with the other beverage words in the word list on the right side of the screen.

### *Deleting Words*

To delete a word, select it in the Words List and click the **Delete** button (this button will only be enabled if a word has been selected). **NOTE:** When you delete a word from the Words List, it will be removed from this section of the WordFinder, but it will still be available in the word list and it may appear elsewhere in the WordFinder. You are not physically deleting the sound file.

### *Re-recording Words*

To change the sound file that is played when a word is clicked, select that word in the Words List and then click on the **Re-record** button directly below the list. This will cause the familiar recording box to appear, as

described above; the name of the word you are re-recording will be shown below the recording box.

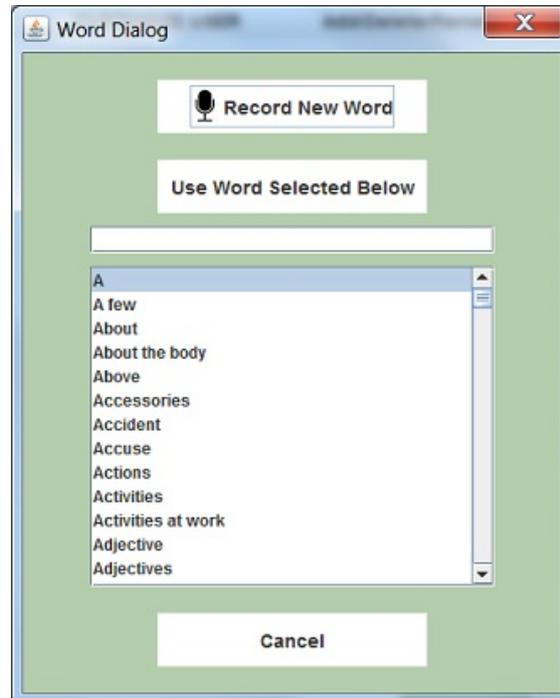
## How to edit subcategories

The procedures described above are largely the same for editing subcategories, except that you will be using the Subcategories Panel in the center of the screen.

### *Adding subcategories*

In the center panel, open up the category that you want to add the new subcategory to.

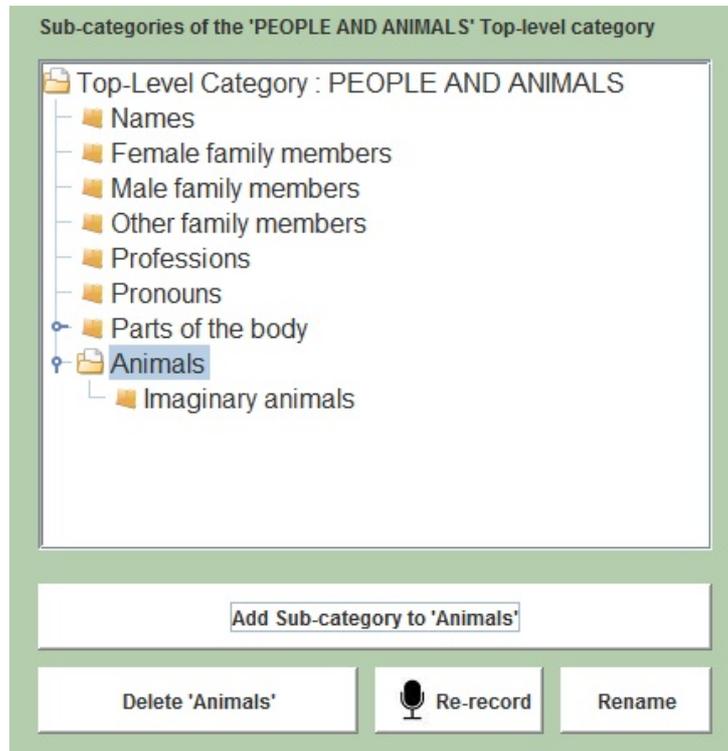
For example, suppose you want to add a subcategory "Imaginary animals". First select the top-level category "People and Animals". in the left panel. Then select its subcategory "Animals" in the middle panel. Now click the button labelled "**Add child sub-category to Animals**" circled at the bottom of this center panel. You will now see the familiar Add Word Dialog box:



**Adding a new word or phrase**

Since the phrase "Imaginary animals" is not in the list, you will need to add it, by clicking the "**Record New Word**" Button. Follow the same

procedure here as in creating a new word: type in the word/phrase, click **Continue**, and record "Imaginary animals." The new category will now be displayed in the center screen, under "Animals". The parent category "Animals" will now have the symbol "📁" to its left, because it now has a subcategory:



**Animals subcategory with new subcategory "Imaginary animals"**

You can now go to the panel on the far right to add words to this new subcategory ("Unicorn", "Loch Ness Monster", etc.).

### *Re-recording subcategories*

To make a better recording of the sound file that is played when a subcategory is clicked, select that category and then click on the **Re-record** button at the bottom of the center Subcategories Panel; this will cause the familiar recording box to appear. The name of the subcategory you are re-recording will be shown below the recording box.

### *Renaming subcategories*

You may wish to change the actual word(s) used as the name of a subcategory (for example, to change "Animals" to "Pets"). To do so, select

the target word or subcategory and then click the **Rename** button at the bottom of the center Subcategories Panel. You will now go through the same procedure of choosing an existing sound file or creating a new one. When you are done, the subcategory will have the same items in it, but it will be have a different name.

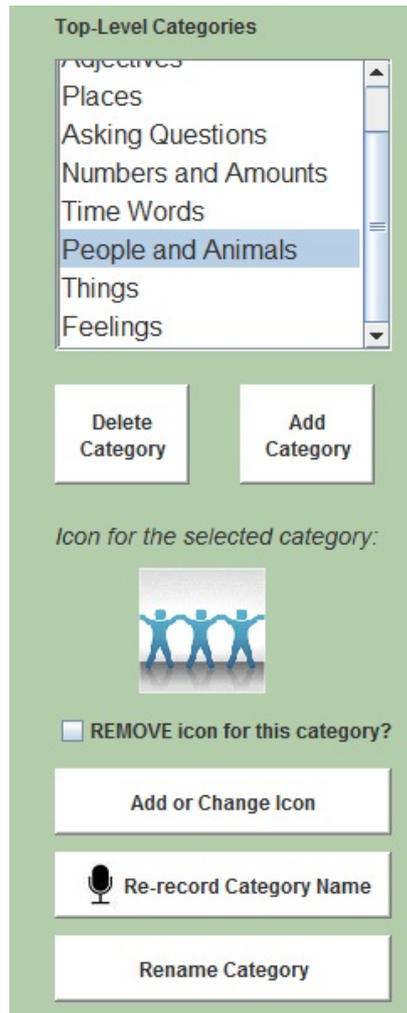
### *Deleting subcategories*

To remove a category, select it on the center screen and then click the button, "**Delete <name>**" (So if you have selected "Animals," the button will read "Delete Animals.")

If you delete a subcategory from the WordFinder, you will automatically delete its contents as well. You will not be physically deleting the sound files for these items, however. They will still appear in the word list and they may even show up elsewhere in the WordFinder.

## **How to edit the top level categories**

The top level categories correspond to the buttons on the opening screen of the WordFinder. To modify these categories, we will use panel on the far left. When you click on a category name, its sound file will play. Shown below is the top level category list with the "**People and Animals**" category selected:



**Top Level Categories Panel on left**

You can add or delete top level categories by clicking the "Add Category" or "Delete Category" buttons under the category list. You can also change an existing category in the ways described below.

*How to re-record the sound file for a top level category*

To create a better recording for a top-level category, select it and then click **Record New Sound File**. (If you want to change the actual words used as the name of the category, choose "Rename Category" instead.)

*How to **RENAME** a top level category*

To change the name of a top level category, click "Rename category". This will open a window where you can search for existing sound file to use as the name of the category, or record a new sound file. So, for

example, if you wanted to change the name of the "Verbs" category to "Action Words", you would click "Rename" and create this new name. If you wanted to keep the name "Verbs" for this category, but wanted to make a clearer recording of this word, you would click "Re-record".

#### *How to **REMOVE** the **ICON** for a top level category*

To remove the icon from a category, check the checkbox labeled "REMOVE icon for this category?". If there is no icon for a top-level category, then the text name of the category will be shown on the opening screen of the WordFinder. Users will be able to click the button to hear the name of the sound file.

#### *How to **CHANGE** the **ICON** for a top level category*

To provide a different image to display for the top level category you are changing, click "Add or change icon". This will open a window where you can search for an image anywhere on your computer.

### **Exiting: "Save", "Save as", or "Cancel"**

Clicking the **Save** Button will save the WordFinder under the same name you opened it. You will no longer have the original version of this WordFinder. Your changes will not affect other users' versions of the WordFinder, as all editing is local to a given user.

Clicking the **Save as** Button will save the WordFinder under a new name that you will create. This new WordFinder will now appear when the system lists available WordFinders. In order to have your new WordFinder actually appear on a workbook page, you will have to add it to a page in the [Edit Page Screen](#).

Clicking **Cancel** will close the WordFinder Editor without saving any unsaved changes. (If you were asked to save during the editing session, then those changes will still be saved.)

### **Restoring the system version of a WordFinder**

If for some reason you are unhappy with your changes, you can revert to the system's version of the WordFinder that you are editing ...but only if you are editing a WordFinder that has the same name as a built-in, system

WordFinder. (If you created a WordFinder with a different name, then it will not have a built-in counterpart.) Click the gray button labeled "Restore system version of this WordFinder" at the bottom of the screen. (Remember also that new users come stocked with untouched copies of all the built-in WordFinders.)

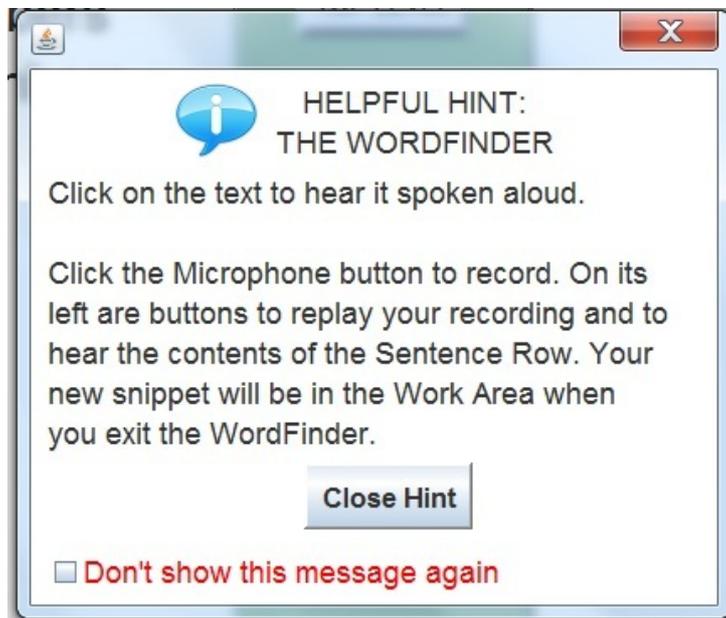
## CHAPTER 11: OTHER "HOW TO"s

Topics in this chapter:

- [How to turn Helpful Hints on and off](#)
- [How to create, rename, and delete users](#)
- [How to maximize or de-maximize the screen](#)
- [Using the program with other languages](#)
- Getting program updates

### Hiding or showing the "Helpful Hint" popups

Little popup messages titled "Helpful Hint" will be displayed when you enter various program screens. Each popup will tell you something particularly important about that screen, and may let you change a setting. For example, the one below appears when you open the WordFinder :



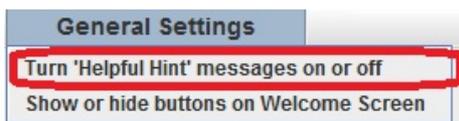
Helpful Hint popup

You will not be able to do anything until you close the popup, by clicking "OK". To stop seeing that particular popup, click "Don't show this message again" on the lower left (circled above).

## How to restore or hide all Welcome Messages

If you have been clicking "Don't show this message again" a lot, you might decide that you would like to see these messages again.

To change the setting for this feature, click on the **General Settings Menu**. This menu can be found at the top of the Welcome Screen. Click on the "Turn 'Helpful Hint' Messages on or off" menu option, circled below:



Clicking this menu item will open up a dialog which will let you turn these messages on or off. If you turn them all on, you can then turn them off them individually by clicking "Don't show this message again". Or you can revisit this menu to turn them all off.

NOTE: This setting only affects messages labeled "Helpful Hint", not other messages displayed by the program.

## Creating, renaming, and deleting users

When you first launched the program, you were asked to create a new user, by typing in a name. Each SentenceShaper "user" has his or her own settings and customized materials. Any changes you make to workbooks (if you have a version of the program with editing tools) will only affect the user whose materials you edit.

You can add, delete, or rename users on the opening screen, the "Welcome Screen". Just click on the "**Add/Delete/Rename Users**" Menu at the top of the Welcome Screen.

If you are ADDING a user, you will be asked to type in a user name. Most punctuation characters are not allowed in a user name. The program will tell you if it does not like the name you type in, and you will be able to change it. Note: Some versions of the program only allow one user. In that case, you'll need to delete the current user in order to create a new one.

To DELETE a user, be sure that the user is selected in the user list. Then open the Add/Delete/Rename Users Menu and click on the "Delete User" option. You will now be asked whether you really want to delete this user; click "Yes".

To RENAME a user, be sure that the user is selected in the user list. Then open the Add/Delete/Rename Users Menu and click on the "Rename User" option. You will now be asked to type in the new name you want to give this user. Most punctuation characters are not allowed in a user name. The program will tell you if it does not like the name you type in, and you will be able to change it.

## Setting screen maximization

You can decide whether you want the SentenceShaper screen to be "maximized" or not.

If the SentenceShaper screen is maximized, it will fill up your entire computer screen and will HIDE all other programs. This can be helpful because it will keep the user from accidentally switching to another program, which could otherwise happen if he or she clicks somewhere outside of the program.

If it is NOT maximized, then it will take up 1024 x 768 pixels of your screen, but (depending upon the size of your monitor) you may be able to see other programs, and can drag the SentenceShaper screen to wherever you want.

*If you are running SentenceShaper at the same time as WordQ, in order to [let WordQ help you create text](#) for a SentenceShaper page, please **make sure that the SentenceShaper screen is NOT maximized.** (Otherwise, if it is maximized, it will hide WordQ's prediction box.)*

To set screen maximization, open the "General Settings" Menu on the Welcome Screen, and choose "**Maximization of SentenceShaper screen...**" This opens up a screen where you can choose whether or not to maximize the SentenceShaper screen. If you make a change, you will need to exit from SentenceShaper and then start it again in order for this change to take effect.

## Using SentenceShaper in other languages

This section is about using the program with someone who speaks a language other than English.

Topics in this section:

- [Language-specific features](#)
- [Using the program without translating anything](#)
- [Suggestions about what to translate](#)
- [Dealing with non-English letters and characters](#)

### Language-specific features

The Vocabulary Cue Buttons, Page Prompt, and WordFinder all contain English text linked to prerecorded English words or sentences.

To use the program with someone who does not speak English, you have two options: you can run the program without these language-specific features, or you can use the program's editing tools to customize them for the user's language.

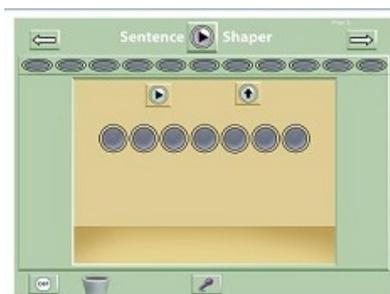
### Using the program without translating anything

The core mechanism of SentenceShaper is not specific to any language: it is the memory support that provides by letting the user record his speech in short clips, replay them, and build them up into larger units such as sentences and stories. See Chapter 2 for a discussion of [why this helps](#) people to create better speech.

You can use the program without its language-specific features and still reap the benefits of this memory support. In fact, the program's impact on speech was initially demonstrated ([Linebarger et al., 2000](#)) by disabling **all** such features.

To run the program without the language-specific features, just set the user to run the workbook named "E2 Blank Pages with NO Vocabulary Cues". On the Welcome Screen, select this workbook in the list of user workbooks.

When you open the workbook, each page will look like this:



**Main Screen with no Vocabulary Cue Buttons**

This screen is very simple: it has no WordFinder button, no Prompt, and no Vocabulary Cue Buttons.

You can still provide some word-finding support by recording a few words yourself and leaving these snippets in the Work Area or the Story Row. If the user has good reading skills, you could also provide a written list of words.

Note: If your language is read from right to left, then you may want to avoid the "Play Sentence Row" and "Play Story Row" buttons, because they play sequences from left to right. Just click on the individual snippets and beans.

## **Suggestions about what to translate**

You can customize the Vocabulary Cue Buttons, Page Prompts, and/or the WordFinders for speakers of another language by using the editing tools described in this Manual. In the discussion below, we will assume that you are familiar with the three editing tools; detailed instructions about how to use them are provided in [Chapter 10](#).

*Translating the important features: suggestions*

Below are a few suggestions about how to translate a few of the most important language-specific features of the program

**Translate the "Simple Buttons" page layout first.** Perhaps the most important thing to do is to translate the Cue Buttons on the pages of some of the "E" workbooks, which contain pages without pictures. The pages in

the workbook "E1 Blank Pages with Simple Vocabulary Cues" use a layout which has been used in most research studies with the program, and provides a small set of highly flexible verbs, pronouns, and prepositions. It would not take long to revise this page for the user's language. You could then create workbooks using this page, possibly in conjunction with the user's photographs (for electronic scrapbooks) or any other materials you wish to use.

**Translate a workbook:** To translate a system workbook, open the [Edit Workbook Screen](#) as described in Chapter 10. Now edit each page to provide Vocabulary Cue Buttons and Page Prompts in the user's language.

**Suggestion: Don't translate the WordFinder.** This would be the most time-consuming task, but the WordFinder is not as important as the Vocabulary Cue Buttons and the Page Prompt, so you could just make sure that the WordFinder is removed from each page. (Do this by editing each page in the [Edit Page Screen](#), Chapter 10).

## Dealing with non-English letters and characters

Currently, the Cue Buttons and WordFinder and SentenceShaper are fully compatible only with characters used in English.

If your language uses other characters, you could still add your own words to the Vocabulary Cue Buttons and Page Prompt by using the English alphabet. You could then cover this transliterated English text with **image labels**, which are described in the [section on the Edit Page Screen](#). (Since the Prompt Button does not display text, you would not need to hide its English text.)

Just create a small image (130 pixels wide, 50 pixels high is a good size) using the Windows accessory named "Paint" or any other image processing program. If your computer has the fonts for this writing system, then you can add the text to the image in Paint. (Or, if you have a computer with a stylus pen, you can use the pen to add handwritten words onto the image.) Then import the image into your label library, record the word it spells, and put it on a Cue Button!

Note: The **Caption Box** (described in [Chapter 8](#)) lets you add text in non-English writing systems, although non-English characters may not display properly when you turn a page into a video (Chapter 9).

## CHAPTER 12: TROUBLESHOOTING

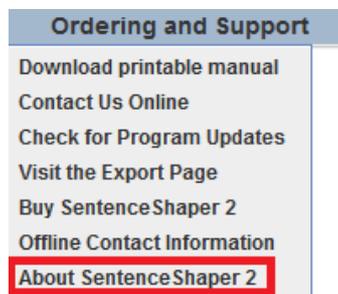
This section tells you what to do if you encounter any problems.

Topics in this chapter:

- [What version of the program do I have?](#)
- [List of problems and solutions](#)
- [How to contact us](#)
- Updating your copy
- [Locating your activation code](#)

### What version do you have?

To find out what version you are running (which will be important if you need to call for support), click on the "Ordering and Support" menu on the top of the Welcome Screen (shown below).



"Ordering and Support" menu

Click on "About SentenceShaper 2". You will now see a screen with information about your copy, including the version number.

### Problems and Solutions

This section tells you what to do if you encounter any problems.

Below in this section:

- [How to get technical support](#)
- [The program is too big for the screen](#)

- [The program is too small for the screen](#)
- [The screen has frozen](#)
- [How to exit if the program freezes](#)
- [The program stops PLAYING BACK sound files](#)
- [The program stops RECORDING sound files](#)
- [Long silences in or before snippets](#)
- [No access to editing screens](#)

## How to get technical support

Click on the "**Ordering and Support**" Menu at the top of the Welcome Screen, and then choose "Contact us" or (if you are not connected to the Internet) "Offline Contact information."

### **Problem: The program is too big for the screen**

If SentenceShaper 2 doesn't fit on your screen, you will need to adjust the **screen resolution**. (You'll see a warning message to this effect.) To do this, right-click on the desktop and select **Properties**. Under **Settings**, set the screen area to 1024 x 768 pixels (usually by moving a slider) and click **Apply**. You may want to note the original setting, in case you wish to reset your screen after using SentenceShaper 2.

Computers differ in how you change the screen settings. Sometimes when you right-click on the Desktop you will see the option **Personalize**, and then a set of options including **Display Settings**. On other computers, you will see **Screen resolution** listed when you right-click the Desktop. Please give us a call if you run into difficulties with this.

If you are using a very high resolution monitor, you may be seeing this warning for a different reason, and may need to change a different display setting. Here's how (details may vary across Windows versions): Right-click on the desktop and select 'Personalize'. Then select 'Display' and, under '**Change the size of all items**', move the slider to the left, to the **smallest** setting.

### **The program is too small for the screen**

If your screen resolution is very large, SentenceShaper may look a little "lost" and off center. It can actually help to set your screen resolution **down** to the lower 1024 x 768 pixels that the program is designed for. Please see the instructions above about how to access these settings.

Also, you may want to poke around the settings to find the one that looks best...for example, avoid options to "stretch" the program so that it will fit the screen. This can distort the screen. If you see any option to "maintain aspect ratio", choose that. There may also be options for centering the program on the screen, which is recommended.

## **The screen has frozen**

Hopefully this won't happen, but see below if it does. But you might want to try these tactics first:

- It might be that the program is just very busy. For example, if you are editing a workbook with a lot of sound files, it may take your computer some time to save the workbook when you make a change.
- A more obscure possibility is that the program is waiting for you to respond to something. For example, if you access another program while SentenceShaper is open (for example, if you check your email while editing a workbook), it may be that the system has opened a dialog box to ask or tell you something and is waiting for your response. When you return, this dialog may be hidden by other screens. You can "alt-Tab" your way through all the open screens on your computer, and if you see anything that has the word "Dialog" or "Message" in it, you could see if it is related to SentenceShaper. Responding to it should unfreeze the screen.

## **How to exit if the screen freezes**

We certainly hope that this will never happen with SentenceShaper 2. But it can happen with any program, and you should know what to do if it does.

Here's what you do:

Launch the **Windows Task Manager** (by pressing the Ctrl, Alt, and Delete keys simultaneously). You will now see a screen with several tabs along the top. The leftmost tab is labelled **Applications**, and it will

probably be open. Depending upon where you are in the program, you should see the blue SentenceShaper icon and "Start SentenceShaper 2" listed under Applications. You may also see an application named SentenceShaper 2. Select each icon and click **End task**. If you get a message that the program is not responding, click **End now**. If this doesn't end the program (a very unlikely occurrence), click the **Processes** tab on the Windows Task Manager screen and look for "**StartSentenceShaper2.exe**" in the list on the left, select it and then click End Process. You will then need to restart SentenceShaper 2 by double clicking the desktop shortcut.

Note that the Task Manager may look different in different versions of Windows.

### **Problem: The program stops PLAYING BACK sound files**

If the program has been playing sound files and suddenly stops, here are some suggestions:

- Restart the program and see if sound plays again. Please let us know if this happens with any regularity.
- Try running the Sound Test (click on the **Sound Test** Menu at the top of the Welcome Screen).
- Play several sound files to make sure that this is not just a case of a missing sound file.
- Make sure that the Work Area is not full.

### **Problem: The program stops RECORDING sound files**

If the program has been recording your voice without problems and then suddenly stops recording, here are some suggestions:

- Try running the Sound Test (click on the **Sound Test** Menu at the top of the Welcome Screen).
- Restart the program and see if it records sound again. If you changed microphones while SentenceShaper was running, that might have caused the problem.

-- You may have run out of space in the Work Area. After it has seven snippets, you have to make space for more recordings, by deleting snippets or dragging them to the Sentence Row.

-- Do you have enough space on your hard drive to record new files? Every time you create a snippet, you are adding a new file to your computer.

### **Problem: Long silences in or before snippets**

If the user pauses while the Recording Box is open, this silence will be recorded. Encourage the user to be ready to speak when he presses the Microphone Button, and to click **Done** in the Recording Box as soon as he is finished speaking.

### **Problem: No access to editing tools**

It may be that you are running a version that does not have these tools. The Edit Page, Edit Workbook, and Edit WordFinder Screens are only included in the "Pro + Editing" and "Deluxe" versions of the program, and the Trial version only provides access to the editing tools in the "full functionality" phase.

## **How to contact us**

To contact us or our distributor for support, click on the "Ordering and Support" menu on the top of the Welcome Screen (shown below). The menu items highlighted in red will provide appropriate contact information, which depends upon what country you are in.



"Ordering and Support" menu

## **Locate your activation code**

If you are about to buy a new computer and will be re-installing SentenceShaper on it, make sure that you still know your activation code so that you can re-activate it on the new computer. One way to find this out is to open the "Ordering and Support" menu on the top of the Welcome Screen. Choose the item labeled "Your Activation Code".

## CHAPTER 13: DESCRIPTIONS OF PROGRAM SCREENS

This section lists every major screen in the program and summarizes what you can do on each screen.

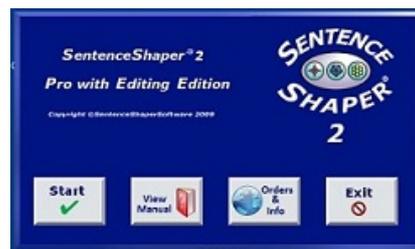
The screens are listed in the order in which you are most likely to see them.

List of program screens:

- [Startup Screen](#)
- [Welcome Screen](#)
- [Main Screen](#)
- [Main Screen \(labelled\)](#)
- [WordFinder](#)
- [Workbook Options Screen](#)
- [Workbook Manager Screen](#)
- [Edit Page Screen](#)
- [Edit Workbook Screen](#)
- [Edit WordFinderScreen](#)

### Startup Screen

The Startup Screen looks like this:



Startup Screen

### What you can do on this screen:

Click the **Start** Button (far left) to open the Welcome Screen.

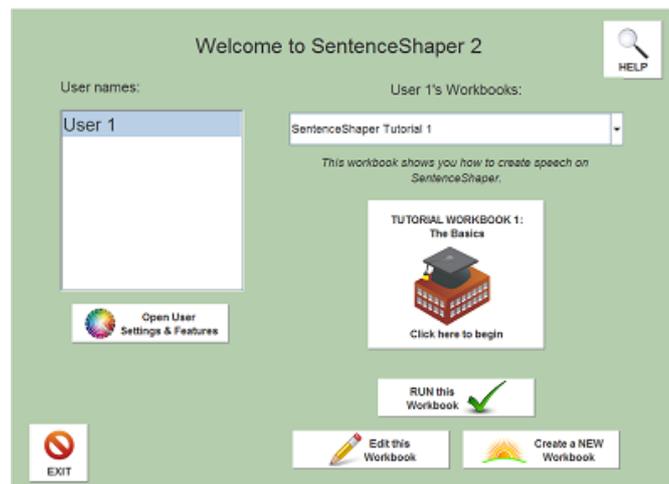
Click the "**View Manual**" Button to display the program manual.(Note: In the trial version, viewing the manual does not count against your allotted usage time if you do it from this screen.)

Click the third button from the left to open the SentenceShaper website where you can view and print out the most recent version of the manual, find out about updates, purchase the program, or learn about research and community activities involving the program.

Click the **Exit** button on the far right to terminate the program.

## The Welcome Screen

This is the first screen you see when you start up the program:



Welcome Screen

All SentenceShaper users are listed in the box on the left (if you have the Home edition, you will only see one user there). The image on the right of this screen will change depending upon what workbook the selected user is set to run.

### What you can do on this screen:

- Click a **user name** to select the user you want to run. (There may be more than one user.)
- Select workbook from the **list of user's workbooks**
- View a **short description** of the selected workbook

-- Click the workbook image on the right to **open the selected workbook** and begin a recording session.

-- In some versions, you will see two other buttons on the lower right, to **edit** the selected workbook or to **create a new one**.

-- This screen has all five menus along the top of the screen. They are, from left to right...

- The "**User Settings & Features**" Menu opens a screen where you can set various user-specific options as well as access all the editing tools.
- The next menu lets you **add, delete, or rename** users
- The **Sound Test** Menu launches a Sound Test to test your microphone and speakers.
- The **General Settings** menu lets you change a couple of program settings: whether to show or hide the "Helpful Hint" popups that appear throughout the program, and whether to run SentenceShaper fully maximized, so that it hides all other program. These settings affect all users.
- Finally, the **Ordering and Support** Menu has links to web pages or program screens where you can contact us or a distributor, purchase the program, check for updates, find out about the version you are running, get your activation code, or access program documentation.

## User Settings & Features Screen

This screen is where you select various user-specific options: the workbook you want to the user to run, and how you want it to behave. Workbooks and pages are explained in much more detail in [Chapter 5](#).

The User Settings Screen looks like this:



## User Settings Screen

### What you can do on this screen

On the LEFT side of the screen, you can:

- Choose a workbook to run by selecting it in the list labeled "**SELECT A WORKBOOK**".
- Access buttons to **edit** the selected workbook or to **create a new one**.
- Access the Workbook Manager Screen, where you can delete, rename, or copy workbooks.

On the RIGHT side of this screen, there are buttons to let you change various user settings. Each user can set his or her own choices about: making and emailing videos; bookmarking (where to re-open workbooks); page prompt autoplay (when to play a page's spoken prompt automatically); the Caption Box (whether to display a text box on workbook screens); and whether to hide or show certain buttons on the Welcome Screen).

Access the WordFinder Editor (look under "**Advanced features**" on upper right) and the **Edit Email Contacts Screen**.

## The "Workbook Manager" Screen

This screen is for managing your library of SentenceShaper workbooks:



**"Manage Your Workbook Library" Screen****What you can do on this screen:**

View lists of user's workbooks (top) and workbooks in the System Workbook library (bottom)

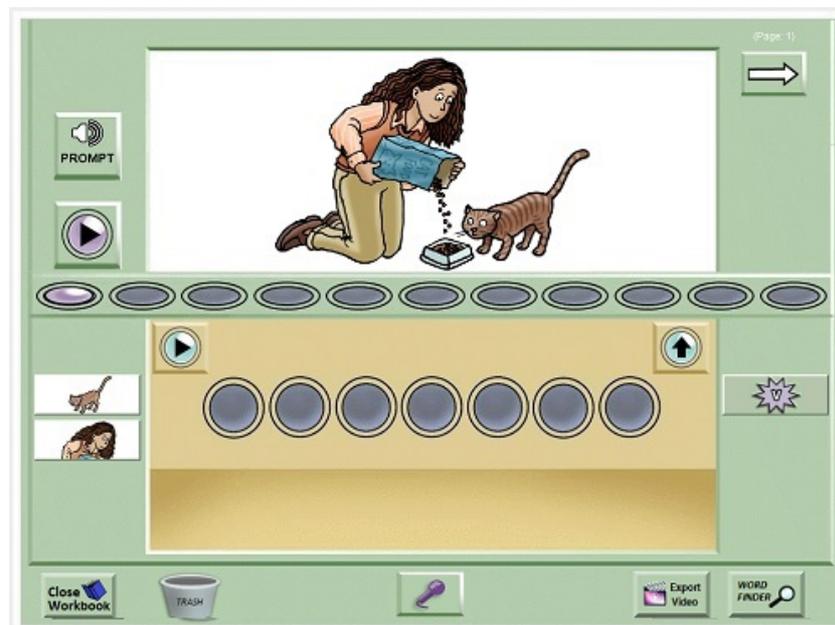
Add "fresh" copies of system workbooks to the user's library (if, for example, the user has created utterances on every page of the workbook).

Delete or rename a user workbook.

Make a copy of a user workbook.

**The Main Screen**

The Main Screen looks something like this (it may or may not have a picture):



Main Screen

**What you can do on this screen:**

[Record your speech](#) (creating snippets in the Work Area)

Drag snippets to [the Sentence Row](#) to combine them into full sentences

Click the "Make a Bean" Button to add the sequence to the [Story Row](#), where it will be represented by a purple bean.

Get [word-finding help](#) from the Vocabulary Cue Buttons and WordFinder, if they are available on that screen.

Enlarge the Main Picture by holding down your mouse on it.

Add text to the [Caption Box](#) (not shown above).

Click the Video Button to [turn your utterances into a video](#) for use in email, handheld devices, etc.

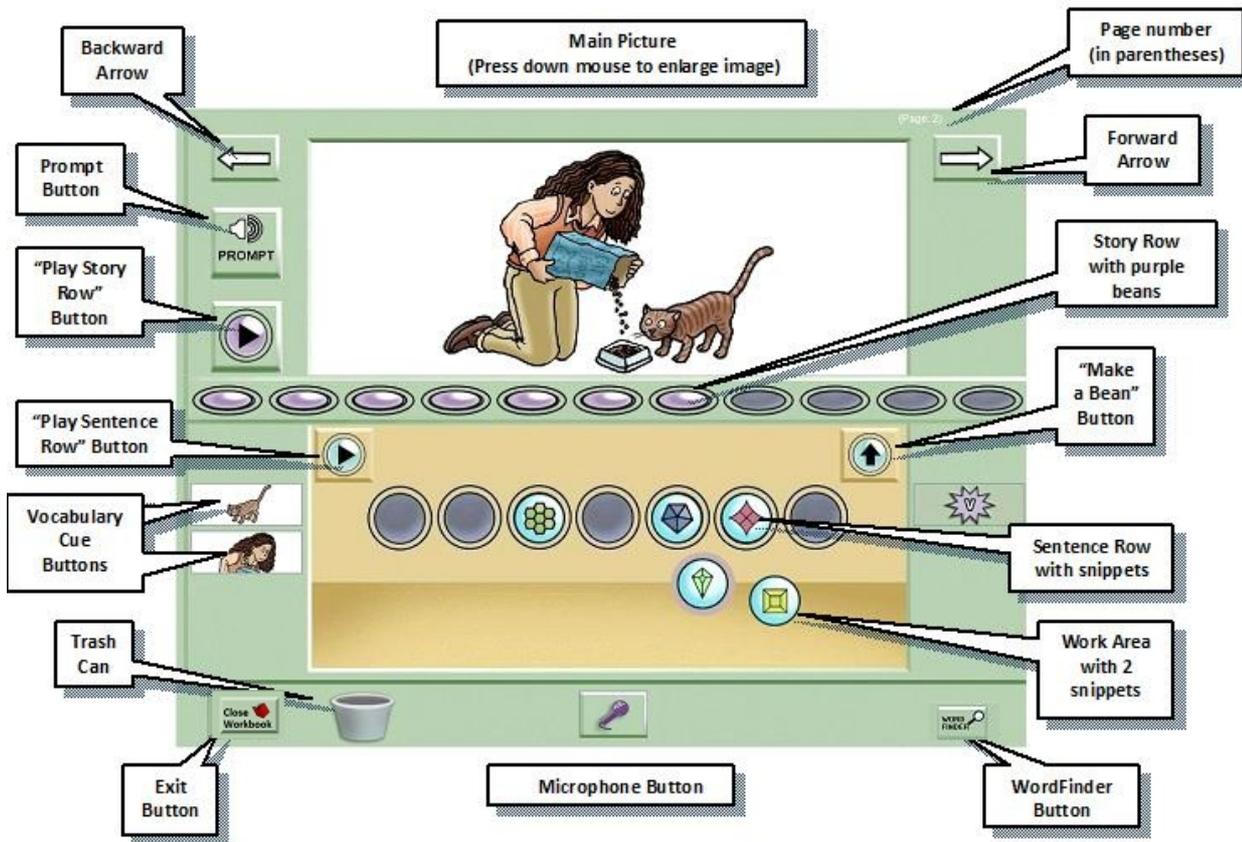
Move to the next or previous page of the workbook

Click these links for more details:

- [QuickStart Guide](#)
- [Tips for creating better speech](#)
- [Labeled screen shot of the Main Screen](#)

## **Labeled screen shot of the Main Screen**

Shown below is a labeled screen shot of a workbook page. If you are viewing this from within the program, you will need to make the screen larger to see the entire image. Press your mouse down on the lower right corner of the help screen and pull it out to enlarge. You can shrink the screen in the same way. You may not be able to print it out from within the program, but you can access a more fully printable version from our website, [www.sentenceshaper.com](http://www.sentenceshaper.com).



The SentenceShaper 2 Screen

## The WordFinder (two screens)

The WordFinder has an **opening screen**, where you select a general category of words; and a **main screen**, with the actual lists of words.

The opening screen looks like this:



WordFinder - Opening Screen

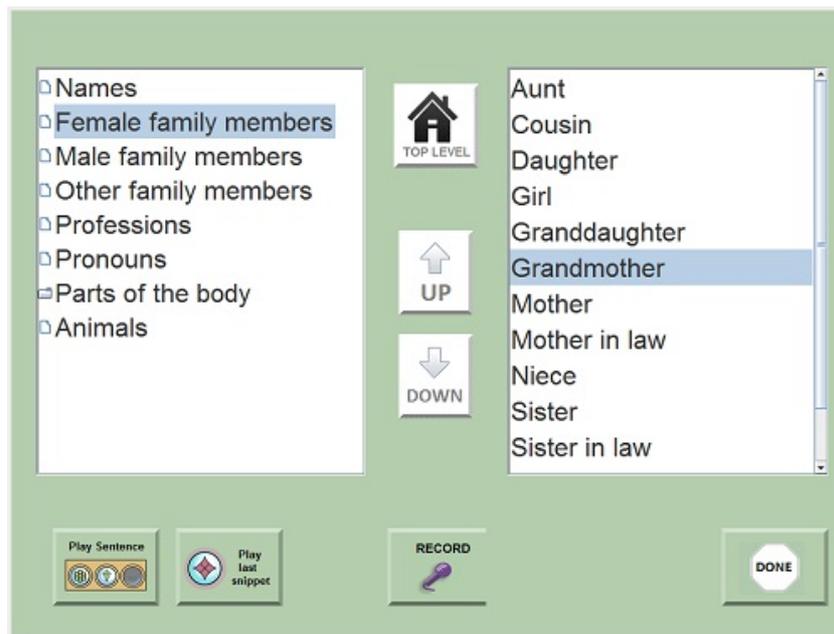
## What you can do on this screen:

Choose a category of words (for example, "People and Animals"). Clicking one of the buttons above plays the name of the corresponding category.

Click "Open" to enter the main screen of the WordFinder

Exit back to the workbook page from which you entered the WordFinder

The main WordFinder screen is shown below:



WordFinder - Main Screen

## What you can do on this screen:

View text words and click them to hear them spoken aloud

Repeat words in your own voice and record them (creating snippets in the Work Area that you can use when you exit the WordFinder)

Navigate to and within the different categories of words

Use the two buttons on the lower left to play the contents of the Sentence Row and your last recording, respectively.

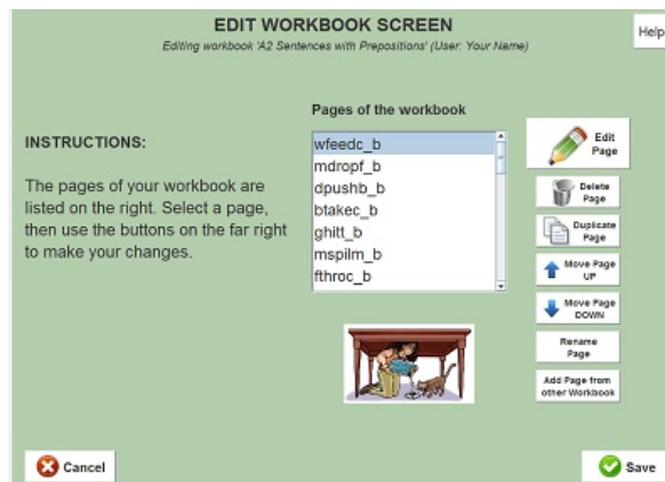
Return to the WordFinder opening screen ("Top Level") or the SentenceShaper Main Screen

For more details, see [Chapter 7](#).

## Edit Workbook Screen

This tool is only available in versions of the program that include the editing tools (and in trial versions while they are still in full-functionality mode)

The Edit Workbook Screen looks like this:



Edit Workbook Screen

### What you can do on this screen:

Add pages to a workbook

Delete pages in the workbook

Make a copy of an existing page in the workbook

Open the Edit Page Tool to edit a page in a workbook

Reorder pages in the workbook

Copy in a page from another workbook

Click [here](#) for more details about how to use this tool.

## Edit Page Screen

This screen is only available in some versions of the program, and in trial versions while they are still in full-functionality mode.

The Edit Page Screen looks like this:



**Edit Page Screen**

## **What you can do on this screen:**

Change the picture displayed on a page

Change the WordFinder used with the page

Change the Prompt for the page

Change a Vocabulary Cue Button: what sound file it plays, and appearance of the button

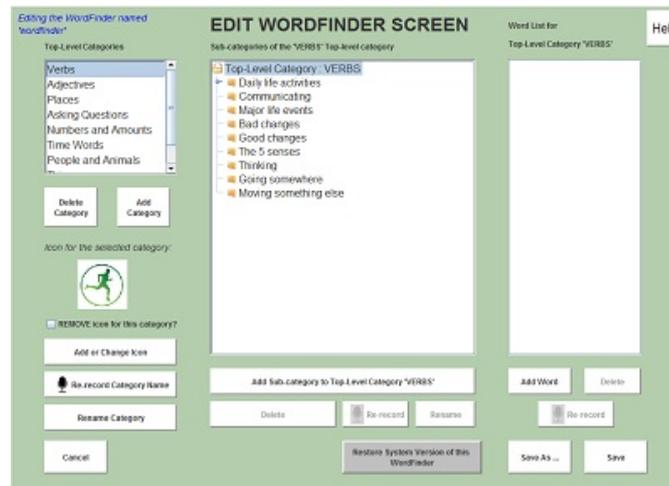
Record new sound files or re-record existing ones

Click [here](#) for more details about how to use this tool.

## **Edit WordFinder Screen**

This tool is only available in versions of the program that include the editing tools (and in trial versions while they are still in full-functionality mode)

The Edit WorkFinder Screen looks like this:



**Edit WordFinder Screen**

## What you can do on this screen:

Add, delete, or re-record words and categories in a WordFinder

Change the icon image for a top-level category

Click [here](#) for more details about how to use this tool.

## Credits/Acknowledgments

### Grant support

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### Technology design and development

Marcia Linebarger, John Romania, Bjorn Sayers, Ted Kantner, Deborah Dahl

### Art Work

Chuck Dillon

### Shareware

This application uses the following excellent shareware tools: shntool, a multi-purpose WAVE data processing and reporting utility (see [www.etree.org](http://www.etree.org) for more information); LAME, an educational tool to be used for learning about MP3 encoding (see [lame.sourceforge.net](http://lame.sourceforge.net)); ImageMagick, an open source software suite for image processing ([www.imagemagick.org](http://www.imagemagick.org)); and SwithMail, an open-source program for sending email.

### Research Partners

People who we have collaborated with in research studies about SentenceShaper:

*At Moss Rehabilitation Research Institute, Philadelphia, PA:*

Myrna Schwartz, Megan Bartlett, Ruth Fink, Roberta Brooks, Susan Kohn, Monica Chun, Lauren Leiter, Laura MacMullen, Diane [Locatelli] Stephens, Jennifer Lowery

*At the University of Maryland School of Medicine:*

Rita Berndt, Denise McCall, Telana Virata