Realize Language™

Starter's Guide

Contents

Realize Language is a trademark of the Prentke Romich Company.

Introduction

What is Realize Language?

Whether you are the parent of a child or adult who uses Augmentative and Alternative Communication (AAC), a Speech-Language Pathologist, or an Educator supporting that individual, Realize Language offers a unique variety of tools to discover and document important aspects of language and communication development. Realize Language organizes and analyses language and communication information and presents it in an easy-to-understand graphic form. As weeks and months progress, you will gain a better insight into your child or client's communication development. You don't need to wait to begin to see the benefits. Throughout this guide, we will show you how to discover and use interesting and important insights from the very first day.

How can Realize Language™ help?

Realize Language is revolutionizing the way we monitor, measure, and maximize an individual's use of an AAC device. Now, with Realize Language, anyone can easily and conveniently view data from individual AAC devices and help improve the lives of individuals who use AAC.

With simple, one-click tools, you can;

- Track progress and communication development over time
- Automatically compare different aspects of communication
- Create a detailed dashboard summary of performance
- Share information with everyone on the team.

Get started now and quickly see the many short- and long-term benefits that Realize Language offers to Clinicians, Teachers, Family Members and AAC device users.

How to use this guide.

The Realize Language Starter's Guide is divided into four sections.

- In section one will learn to explore some of the tools available in Realize Language. You will have an opportunity to explore real sample data provided by users of AAC devices and prepare to explore your own student's data.
- In section two you will find simple activities to help get the most benefit from your first month. With each activity, you'll discover new aspects or review changes as the month progresses.
- Section three contains ideas on how to interpret some of the discoveries you have made in Realize Language.

Realize Language Starter's Guide

In the course of your first month using Realize Language, the information available for analysis will gradually grow. When you are more experienced with Realize Language, you will find your own rhythm for creating reports and exploring your student's communication use. While following this guide, we recommend trying a new activity each day to assist in learning to apply the Realize Language tools to monitor your student's progress. Each activity is designed to take only a few minutes.

Realize Language Starter's Guide

Log in and Explore

Selecting data to explore

When you first log in to Realize Language, you will be in the "Manage" section. Notice at the top right of the screen that you are at the "People" page. You can generate separate data sets for as many different users as you wish. In Manage, you will be able to administer all your data sets.

Since you have probably not yet collected much auto-log data for your student, three current users of Realize Language have made their (anonymous) data available to explore.

 Select the View Dashboard icon next to the student whose data you wish to explore and you will automatically move to the Dashboard.

Overview Section

Discover new features

You can select any of the graphics to drill down further and discover more. To navigate between different data displays or to reset the time range, use the simple buttons at the top right of the screen. Take a few minutes to explore the different sections and to discover the variety of information that can become available over time as more data is collected and analyzed.
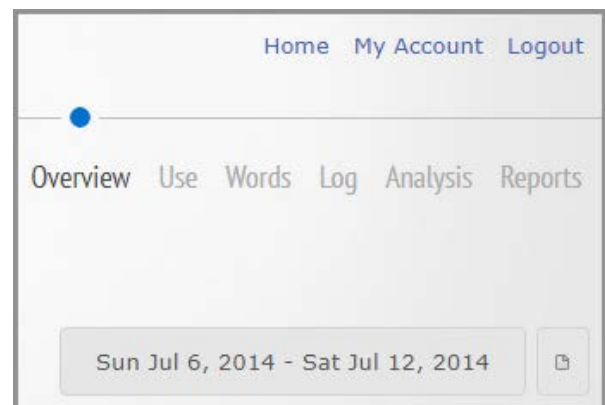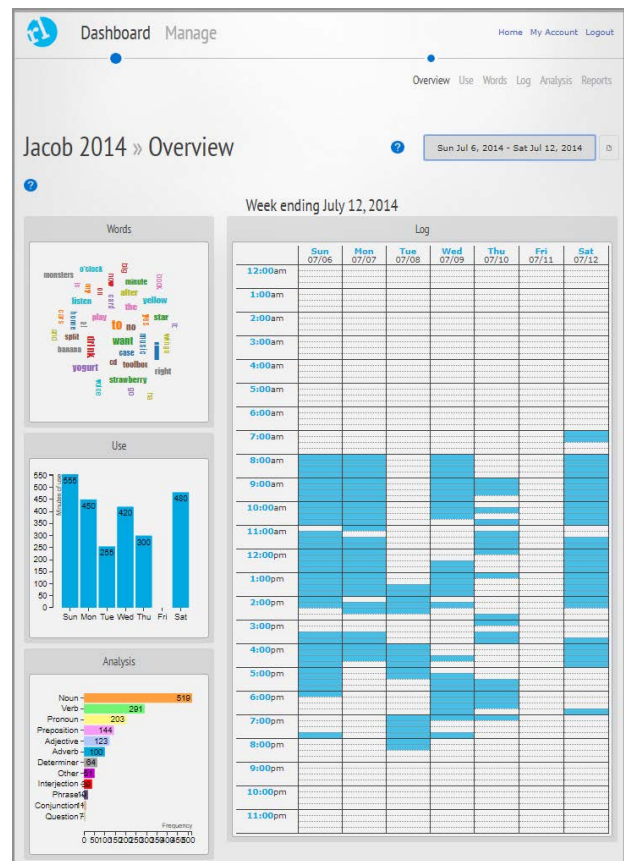
Set up a New Student

Turn on Data Logging

Realize Language is capable of analyzing and administering information from a variety of AAC devices. Refer to the manual of your system to learn how to turn "data logging" on and off. In consultation with the device user and others involved, you can collect data continuously or just at specified times.

Transfer the log file from your communication device to a USB stick in order to upload it to the Realize Language site.

Add New "People"

Realize Language leads you through the step-by-step process to add a new person's log file.

To begin, go to **Manage** and select **Add Person**.
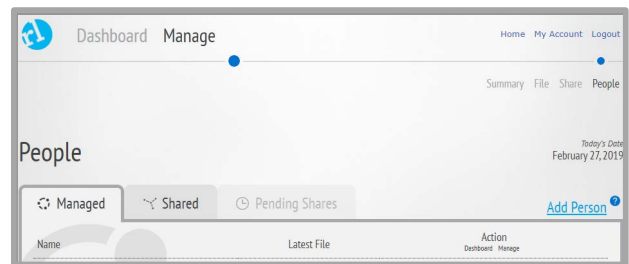
Enter the person's name and select **Create** and then **New Source.**

In the *Add Source* window add information about the communication system and any other useful information. Now select create.
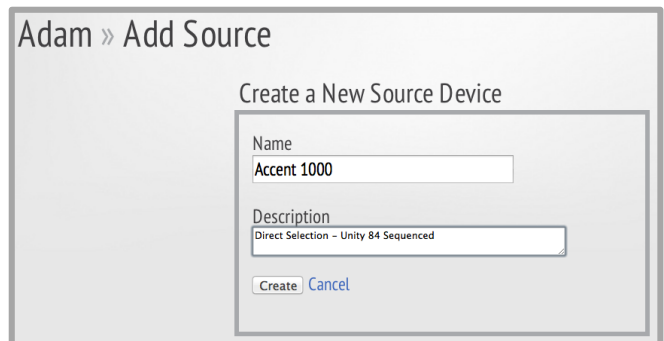
Realize Language Starter's Guide

Uploading Log File to Realize Language
To begin using Realize Language all that remains is to upload the log file.
Choose Select a file to upload, find the file you wish to use and then choose Upload.

Now choose **Dashboard** and begin to explore and create reports on your AAC users language development and communication.

First Steps

Realize Language Step by Step

Activity One: Discovering common words
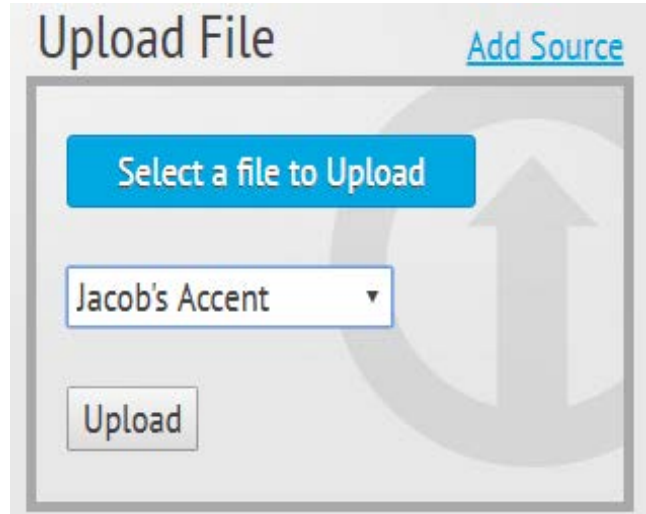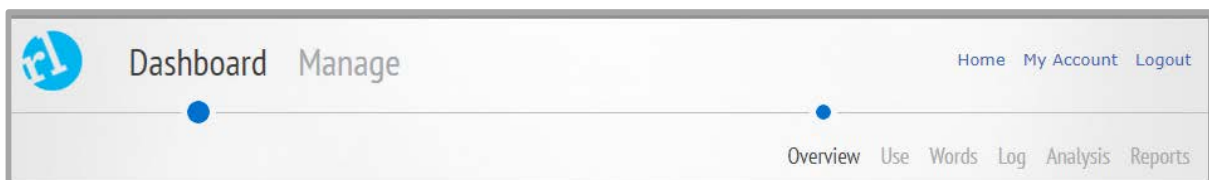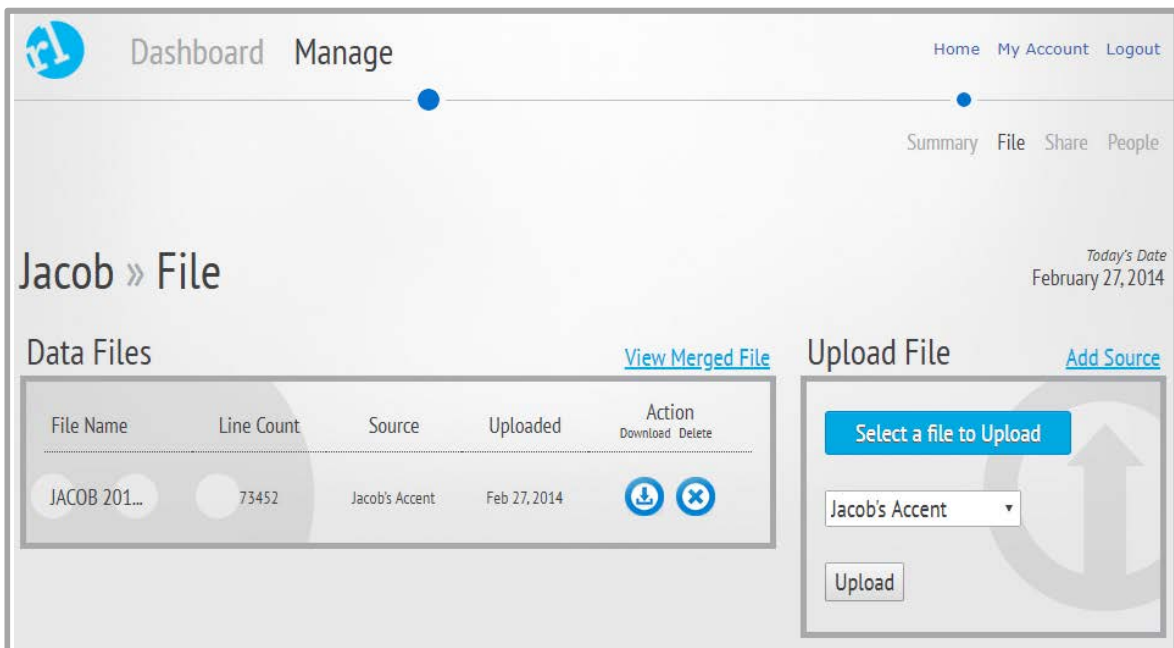
Select the **Words** tab.

Even with just one day's data, Realize Language can begin to help support your student's communication development. In this first activity, we will look at the words your student has used and determine which words were used most frequently. You can even print out a Word Cloud to show your student how he has done.

Explore
- Examine the list of the **Top Ten** words your student used on this day.
- Look through the **A-Z** word list.
- Select the generate report button next to the date range window. Follow the instructions and then select the Reports tab at the top of the screen to examine the reports you have generated.

Questions
Are the words as you expected?
In the A-Z list are any words not there that you would have expected?

Try This
- Print out the A-Z List.
- Go to the **Word Cloud** section. Select the cloud button to redraw the arrangement and to change the background color of the report.
- Print a Word Cloud for your student to take home or display in school.

Realize Language Starter's Guide

Activity Two: Setting Goals

Select the **Analysis** tab.

Overview   Use   Words   Log   **Analysis**   Reports

We will now begin to analyze the information being collated by Realize Language. In the **Word Groups** section your student's words are compared to a "Target Vocabulary." Words that were used are colored to show their word group. The more often they were used the larger they appear.

Explore
- In the analysis section look at the distribution of different parts of speech.
- Click through the different word groups.
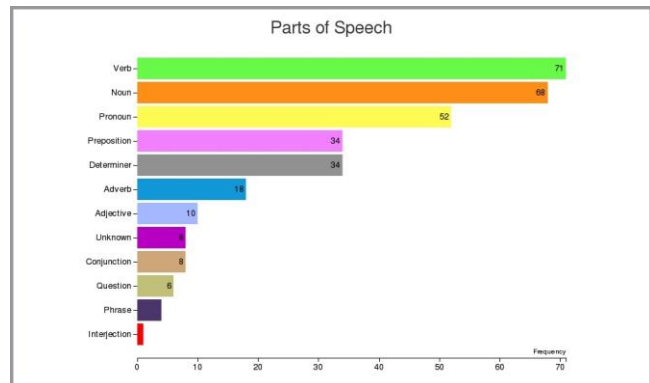
Questions
What are the 5 words your student uses most? Are any of the parts of speech over- or under-represented?

Try This
- Note 5 words that your student has used at least once, and 5 that he not yet used.
- In the **Manage Goals** section:
  - Create a new list
  - Enter fifteen words as a personal goal for your student
  - Save the list
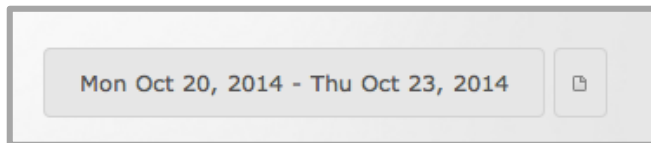 - Examine your student's use of these words in the word groups section.
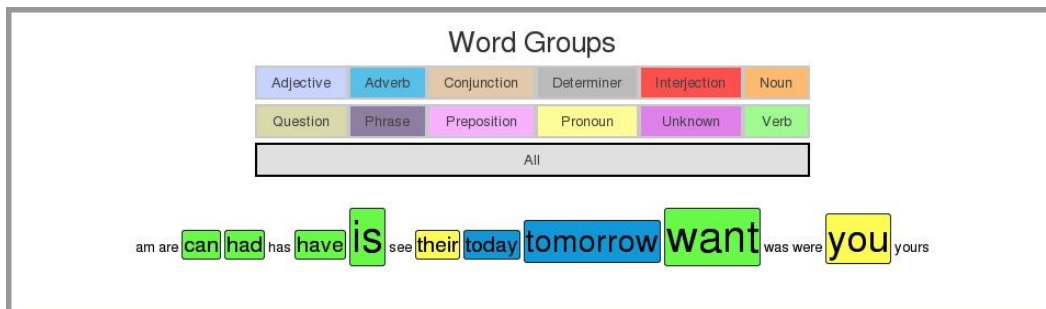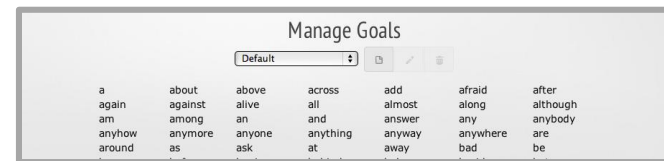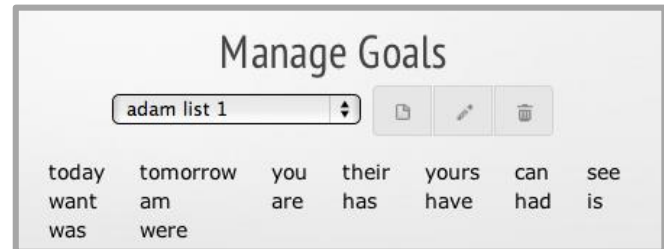
Realize Language Starter's Guide

Activity Three: Comparing times

Select the **Use** tab and then **Date Range** window.

You now have results covering at least three days. With Realize Language, it's easy to compare results between different days. To do this you will need to set the date range.

Explore
- Select the date range window. Set the date range to start and stop on the current date. Confirm the selection with the set range button. Explore the Word and Analysis sections.
- Set the date range to previous single days you have studied. Select the **Use** tab. Now select the Daily display.

Questions
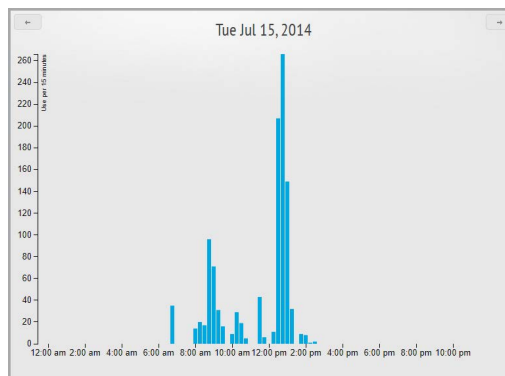At what time of day was your student using his communication device?
Do you observe variation from day to day?

Try This
- Create and print a Word Cloud for each day you have reviewed.
- Print out an A-Z List for the combined dates that you have previously reviewed.

Realize Language Starter's Guide

Activity Four: Comparing word lists

Select the **Words** tab and then the **List** section at the bottom of the page.

The Word list section allows you to examine the words used by your student and compare words that were correctly spelled or attempted and those that are found in the extensive Realize Language dictionary (e.g. *cat*) with those that are not (e.g. *Antonio*).

Explore

- Select the four buttons KNOWN, UNKNOWN, PRESTORED and SPELLED and observe how the list changes.
- Check the number next to the word. This tells you how frequently the word was used.
- Set the Lists to UNKNOWN and PRESTORED. Now you are looking at any pre-stored words used that are unknown to the database, for instance people's names.
- Set the List to SPELLED and KNOWN and then to UNKNOWN. You will now see any words that were spelled letter by letter.

Questions

Should the names of any friends or family members be stored into the device?
Can you spot words your student was trying to spell?

Try This

- Press the export button to create two text lists. One of all the pre-stored words that have been used and a second of all the known spelled words. Print the lists and mark any spelled words which are actually stored in the device.
- Begin a list of words that you think you might store into the device.
- Begin a list of words that persons modeling on the device should be able to easily find.

| Overview | Use | **Words** | Log | Analysis | Reports |
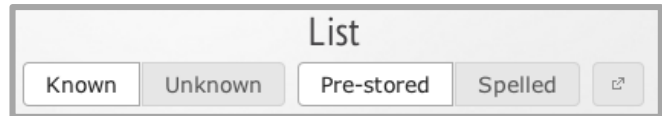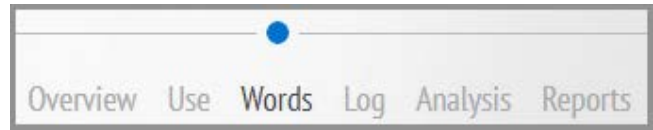
List

| Known | Unknown | Pre-stored | Spelled |

154 i	6 two	3 asked	1 next	1 maybe
61 to	6 eat	3 listening	1 from	1 ahead
38 drink	6 away	3 orange	1 paper	1 me
37 want	6 ask	3 boy	1 goldsmith	1 god
37 yogurt	6 bear	3 multiplicity	1 i'm	1 spaghetti
37 no	6 office	3 am	1 same	1 world
35 at	6 monday	3 food	1 number	1 church
32 yellow	6 out	2 where	1 children	1 original
28 star	5 thursday	2 everyone	1 bad	1 over
26 yes	5 kiwi	2 around	1 gold	1 activate
26 after	5 sad	2 them	1 rain	1 first
26 the	5 don't	2 mixed	1 bed	1 reason
24 music	5 know	2 cinnamon	1 colors	1 sunday
22 on	5 goldfish	2 cherry	1 clown	1 very
21 card	5 procedures	2 blast	1 toy	1 so
21 and	5 mountain	2 ice	1 what	1 answers
21 right	5 favorite	2 cream	1 visits	1 doctor
19 home	5 class	2 story	1 bring	1 today
19 now	5 boat	2 because	1 xerox	1 snake
18 my	5 fall	2 up	1 warm	1 yell
18 strawberry	5 thank	2 his	1 look	1 other
18 play	5 was	2 different	1 ready	1 chickens
17 toolbox	5 are	2 green	1 october	1 afraid
17 go	5 saw	2 see	1 points	1 top
16 listen	5 she	2 car	1 dream	1 lunch
15 minute	5 watch	2 best	1 dreaming	1 boost
15 monsters	5 goodbye	2 subtract	1 something	1 bonus
14 is	4 have	2 water	1 has	1 material

List

| Known | Unknown | Pre-stored | Spelled |

11 antonio	1 pgg	1 cac	1 tokyo	1 hidhid
11 inc	1 za	1 pointv	1 tooon	1 mnet
10 vivaldi	1 scatch	1 pushingis	1 ity	1 movfishing
5 boyer	1 scrach	1 20seteps	1 vvivaldi	1 bszip
3 mrsmrs	1 gokl	1 er	1 hfklixbear	1 movwe
3 tex	1 3zac's	1 crbab	1 cbacdb	1 dtffinss
2 mrs	1 cacbcc	1 cocah	1 owlt	1 peedy
2 york	1 cba-	1 yyork	1 oeowl	1 ionation
2 aa	1 xpop	1 ne	1 apeothe	1 nerig
2 scarch	1 il	1 lefaf	1 toldchic	1 di
2 li	1 foagain	1 ppelab	1 mismiss	1 beivh
2 paul	1 herar	1 hhiiii	1 smiss	1 monser
2 mike	1 antonnio	1 aantonio	1 trl	1 tawfanmat
2 disney	1 vi	1 acaa	1 homrework	1 kstream
2 ms	1 antantonio	1 sno	1 wot	1 jane
2 nigel	1 lis	1 snones	1 whot	1 utnto

Realize Language Starter's Guide

Activity Five: Finding when words were used

Select the **Log** tab.

Realize Language not only helps you explore what particular words were used but also when and how they were used. For instance, you can easily check how often words that were taught during a therapy session were used in subsequent "real-life" communication.

Explore
- Referring to the list of pre-stored words previously printed, select a word to find in the log.
- Enter the word in the find window and press the find button. A black dot shows the time block in which a word was used.
- Select the block and the log section on the right will immediately jump to display the events for that time period.
- Using the buttons next to the find window you can reduce or increase the details shown in the log.
- Note how the colored marking at the left of the log can show different details.

Prestored
Spelled
Word Prediction
Functions
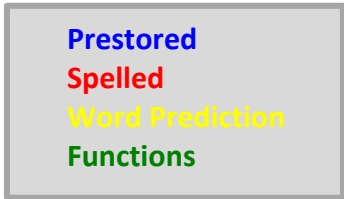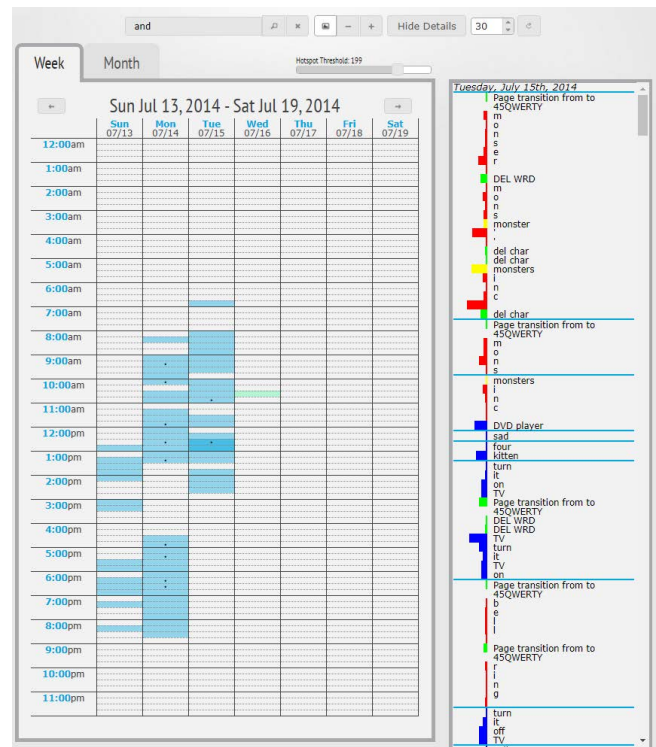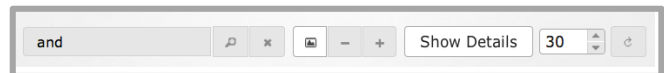
Questions
Does the word you find only occur at particular times of the day?
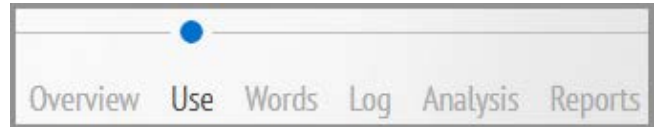Does a word appear twice close together, for instance when it is being modeled?

Try This
- List three words that your student is learning to use. Note the times when they are being used

Realize Language Starter's Guide

Activity Six: Measuring minutes of use.

Select the **Use** tab.

Overview **Use** Words Log Analysis Reports

"How much is the communication system used?" Experience shows that the amount of time that a communication device is used is quite difficult to estimate subjectively. Realize Language offers two reliable measures. On the daily scale, Realize Language measures the number of key activations in any fifteen-minute period. On the weekly and monthly scales, any fifteen-minute period containing device use counts as fifteen minutes of use.

Explore
- Note that the daily record displays the intensity of device usage on the last day of the date range in question. Click back to a previous day
- In the weekly or monthly view discover which days have been most active.

Questions
When was the busiest time of day?
Are there major variations from day to day?

Try This
- You have set a baseline to review future progress. Select the generate report button and create a full report.
- Store or print out this information as a reference baseline in the coming months.
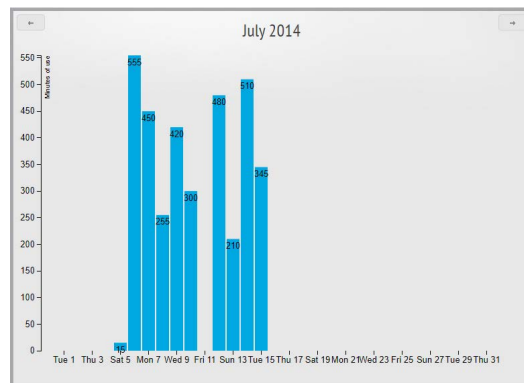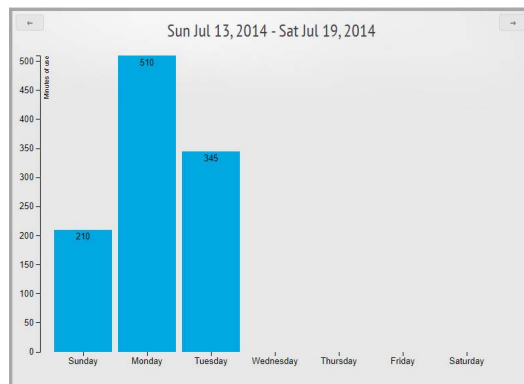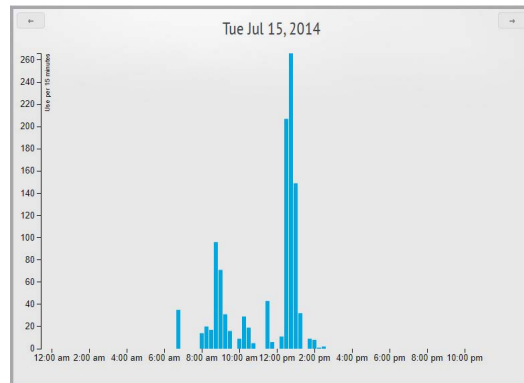
Realize Language Starter's Guide

Activity Seven: Calendar and patterns of use

Select the **Log** tab to view the calendar. Depending on the day of the week you may need to select the back-arrow in the display to see more information.
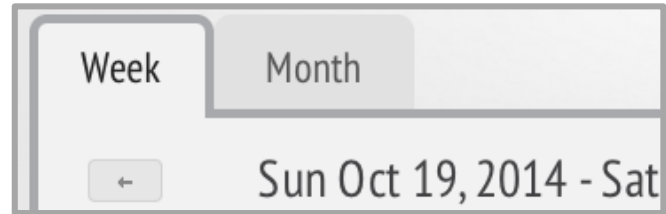
Having collected one week of information, we can now begin to consider one of the most useful tools in Realize Language and address an important question in AAC. "Is there a pattern to the way the communication device is used, and what does the pattern tell us?" An awareness of the pattern will help you prepare interactions with your student and provide the basis for discussion with all those involved in supporting your client or child.

Explore

- The blue bars show when the device was used. White bars show when no use occurred or when the logging was disabled.
- Dark blue bars show when the device was used most intensively.
- Select any blue bar – it will turn green and the log on the right will show the words and functions used during that period.
- Compare different times of day.
- Look for times when the device was used every day and when device use did not occur.

Questions

Does any pattern emerge?
Are there obvious "hot-spots"?
Do there appear to be there different types of device use?
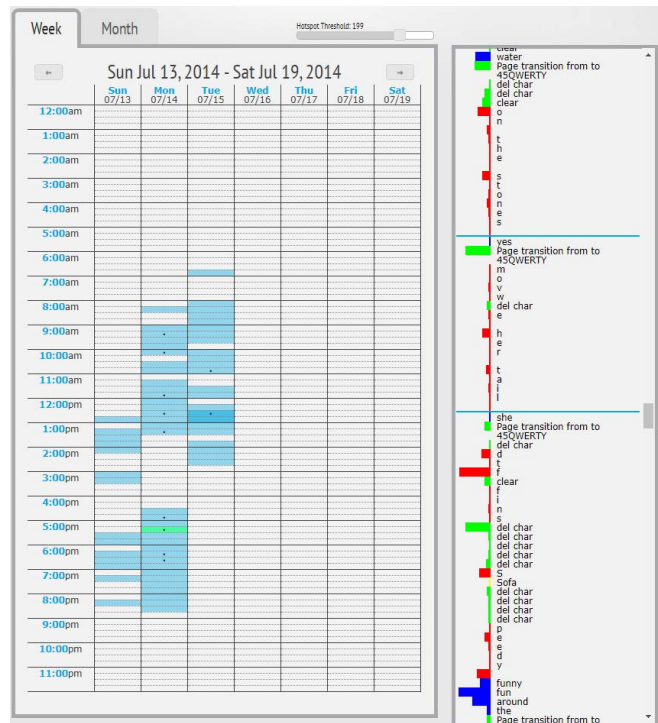
Try This

Remember! Even if you are surprised by what you find – "It is what it is!"
- Click the report button and print out a "mini-report" of the calendar view.
- Generate mini-reports to create a graphic report for the week.

Realize Language Starter's Guide

Combining information

You are now able to explore using a full week of data. In the course of the second week, you can review some of the things you have learned and experiment with the three following activities.

Create an active vocabulary reference

In the **Word** section, copy the **A-Z** word list of all the words your student uses. In **Word Goals,** create a graphic showing all words including information on parts of speech and frequency.

| 1. Mark and copy all the words in the **A-Z List**	2. Copy the words into a new list in **Analysis/Manage goals**	3. Select **Word Groups**

Word-Lists: a planning resource

In the **Words-List** section create four alphabetical lists of all words spoken using the device. Export and save them as text files.

	KNOWN	UNKOWN
SPELLED	✓	✓
PRESTORED	✓	✓

Compare Usage Patterns from week to week

In the *Log section*, create and print snapshots of the patterns of use that have been collected.

WEEK ONE

Sun Jul 6, 2014 - Sat Jul 12, 2014

WEEK TWO

Sun Jul 13, 2014 - Sat Jul 19, 2014
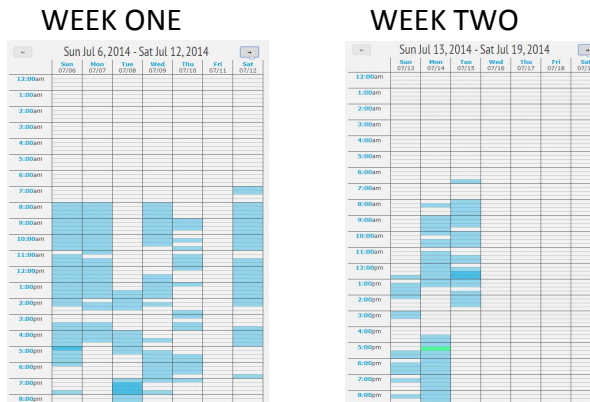
Using Information in AAC Planning

In the preceding weeks you have probably created several reports and have examined the language and communication activity of your student. When the time comes to draw conclusions and act on this information, every student using AAC will have different needs. Depending on whether you are a parent, an SLP or another professional, the conclusion you may draw may be different.

In this section we will present three different representations of information and show how interpretation might supply information that can be acted upon.

Word Lists as a programming guide

In the previous section you created four lists. Study the lists as each can serve a useful purpose. The conclusions we draw may depend on your student's literacy skills.

|	Strong Literacy	Weak Literacy
KNOWN PRE-STORED	When a student experiments with a new communication system you may see a surge of activity. Consider ways to encourage structured independent learning. As the student begins to know where words are found, you may see a drop in the total number of words used.	
UNKNOWN PRE-STORED	What is missing may be just as important as what is in this list. You may see names, friends and places. Decide if there any names which your student would likely use if they were pre-stored and thus faster to access.	
KNOWN SPELLED	These words are possibly stored in the device. If so, show the student where they are and think about how to demonstrate the advantages of faster communication.	These words may be being written by the student or by an assistant. In the case of an assistant, explain where the words can be found as pre-stored vocabulary. This may help in modeling.
UNKNOWN SPELLED	These words may be specialized vocabulary that could be stored into the AAC device to speed up communication.	In these words you may see attempts at spelling. Use these as a guide in literacy teaching.

Realize Language Starter's Guide

Spreading AAC throughout the day.

One of the most interesting features of Realize Language is the *Calendar* function which displays patterns of use. These patterns of use can be very difficult to assess accurately and can lead to serious repercussions as families and professionals misjudge opportunities to communicate throughout the day. It is a truism in AAC that "the communication system should be available throughout the day." Nevertheless, many of those supporting students who use AAC can find this total demand quite difficult to fulfill and rather threatening.

Using Realize Language, you have a unique opportunity, first to see the patterns of use as they actually exist, and then to measure them to be able to observe gradual improvements. Start your interpretation of the calendar from the basis that "It is what it is!" Whether you are asking yourself, the student or somebody else to make sure that the communication device is available and in use more often during the week, do not try to do everything at once.
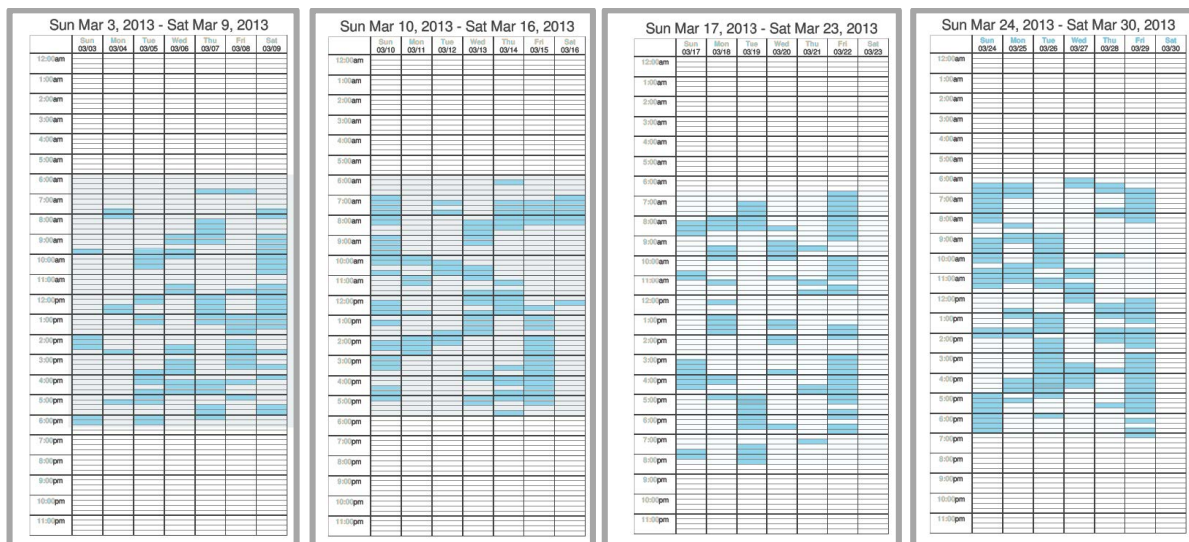
In the calendar times of use view, look for times when the AAC device is apparently not in use, when it is in use, and when it could be used more. The minutes per day view is valuable because as the weeks and months pass, you will be able to observe small incremental improvements in use.
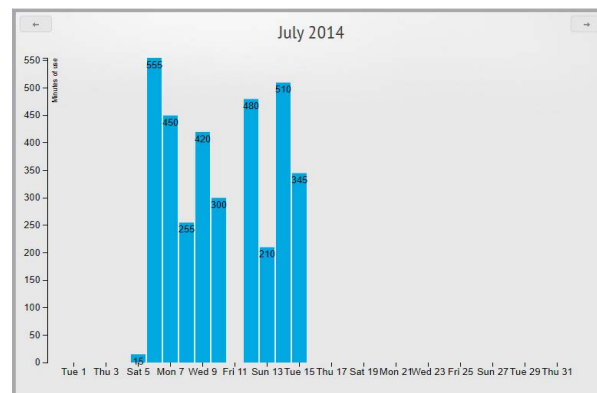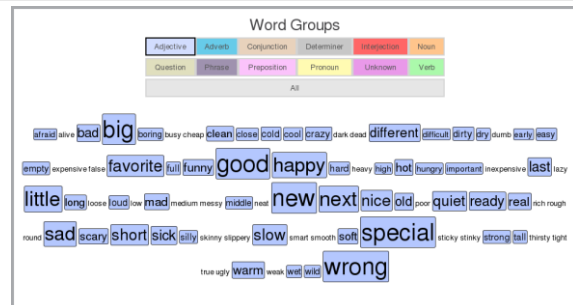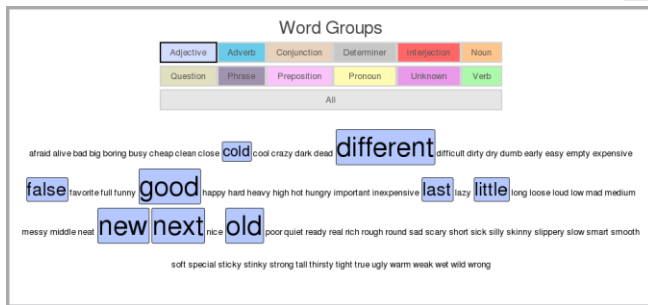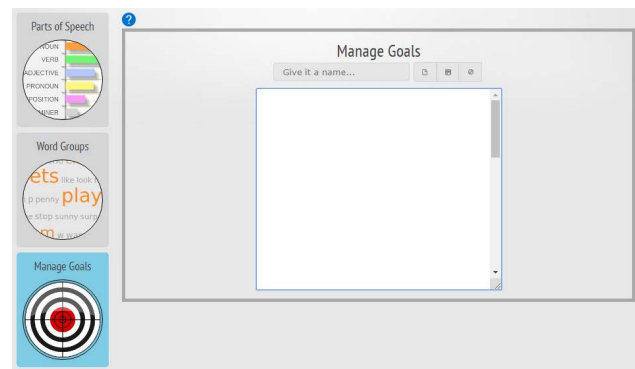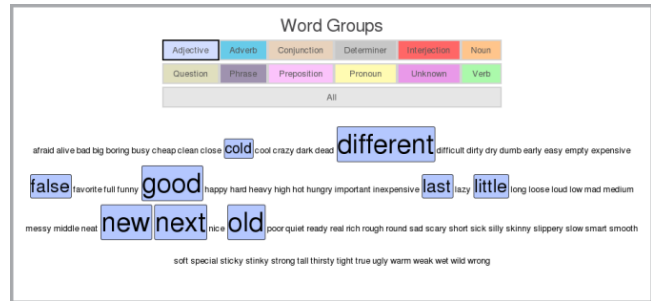
Realize Language Starter's Guide

Creating a customized target vocabulary

Being able to use a variety of parts of speech is a basic skill in sentence building. Realize Language provides simple tools to help you support your student to learn this skill. In Analysis you have seen the default vocabulary list in Word Groups. This is a list created by the well-known Speech Pathologist Gail van Tatenhove. The list provides is a fairly extensive goal for student to work towards. You can use it to generate your own goals for specific parts of speech. In this example we will use adjectives, but a goal can be created for any part of speech.

Step 1: Select adjectives, verbs and prepositions. You will be able to observe your student's performance in each group with this default list.
Step 2: Note any words that you want to track for your client
Step 3. Go to manage goals and create a new list
Step 4: Enter your customized list and select store.
Step 5: Return to Word groups.

In the coming weeks and months, you will be able to follow your students increasing use of these words. Realize Language also allows you to share student's data with other account holders. In this way, you will be able to support working with your student.

Realize Language Starter's Guide

Creating a customized report

You are now skilled in using the Realize Language tools. As you consider how to best use Realize Language in the future, consider trying some of these tasks.

Try This
- Using Mini-reports and this MS Word template and a report of your students first month. Be sure to include:
    - ○ Weekly calendars
    - ○ A monthly view of minutes per day
    - ○ A Word Cloud and a comparison of custom target vocabulary from the first day and the last day of the reporting period.

Conclusion

We hope you have found this Starter Guide useful in not only learning how to use Realize Language, but also in recognizing all the unique short- and long-term benefits it provides. If you have additional questions, please email support@realizelanguage.com.

We would also like to hear your story regarding how Realize Language has helped you and your client or child progress in their language development. Please send your comments and stories to support@realizelanguage.com.