Purpose and Instructional Need (include goals and objectives)

Federal law requires that students eligible for special education services have Individualized Education Plans that consider the student’s need for assistive technology to receive a Free Appropriate Public Education (FAPE). In addition, a number of students with disabilities who do not require special education, still require access to instruction and so have what is called a 504 plan. These students often require some sort of assistive technology as well. It is imperative that UNI students, whether pursuing a general education license or also minoring in special education, have at least a basic knowledge of their legal and ethical obligations as it pertains to supporting the inclusion of students with disabilities in the general education curriculum. Part of that knowledge includes the consideration process of assistive technology acquisition and technologies that maximize student participation in the general curriculum.

Education majors receive technology information throughout their coursework but their exposure to assistive technology consideration, acquisition and use is dependent on the interest, knowledge, and comfort level of the faculty teaching their Educational Technology and Meeting the Needs of Diverse Learners in Classrooms courses. One barrier to greater use is availability. Dr. Chris Curran received a Carver grant to support the integration of assistive technologies into coursework in the College of Education. Funding for that project expired a couple of years ago. At some point, hopefully in the near future, the College of Education will have to determine its role in supporting UNI students’ preparation in this area in a more sustainable manner. In the meantime, faculty in the Department of Special Education request the use of Student Technology Fee Funds to support the purchase of technology that would enable students to have multiple hands-on experiences with assistive technology – both education majors and students minoring in special education.

Since many schools in Iowa and across the nation are adopting a one-to-one technology initiative, using iPads as a source of assistive technology support seems affordable, logical, and compatible. We would like to prioritize learning of this technology in Dr. Hernandez-Saca’s Issues and Advocacy Course and Dr. Staples Meeting the Needs of Diverse Learners course. Each course has existing technology assignments and so would be logical starting places to support education majors and special education minors.

The goals of this project are:
1) To increase the availability of assistive technology to UNI Education majors and Special Education minors; and,
2) To increase the knowledge and skills of UNI Education majors and Special Education minors of assistive technology applications and iPad accessibility features.
The objectives of the project are to integrate the technology into the PIs existing courses and course assignments to provide students with more hands on opportunities to familiarize themselves with and be able to critique the assistive technology.

2) Identify how project will impact and benefit student learning include % affected and number affected.

The project will be most directly impact the students enrolled in Dr. Hernandez-Saca’s and Dr. Staples’. In his Issues and Advocacy course, Dr. Hernandez-Saca has assignments requiring students to investigate particular technology applications and present what they have learned to their classmates. In her Meeting the Needs of Diverse Learners course, Dr. Staples assigns a culminating experience in which students create an instructional unit that includes lesson plans and how students with varying disabilities will be included instructionally. These units are presented to classmates. Combined, inclass learning, out of class examination, and inclass presentation will immediately impact approximately 110 students per academic year.

It is our hope that with technology more readily available, it will be utilized across the 10 sections of Meeting the Needs of Diverse Learners (approximately 500 students per academic year) and in Methods courses. The Department of Special Education has 241 students minoring in Special Education, so there is potential for each of them to utilize this coursework throughout several of their courses. We would like to see the technology purchased through this project impact 100% of our students.

We propose the purchase of 10 iPads and accompanying software. If the typical shelf life of an iPad is three years, and we purchase three years of Apple Care and seat licenses for software for three years, student impact rises considerably. We have created two tables that takes into account target classes. If methods courses also make use of this technology, the number increases beyond the table data.

<table>
<thead>
<tr>
<th>Table 1: Students Impacted by Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting the Needs of Diverse Learners</strong></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td><strong>Issues and Advocacy</strong></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td><strong>Total Across Courses and Years</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2: Students Impacted if Technology Integration Includes All Diverse Learners Courses</th>
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<tbody>
<tr>
<td><strong>Meeting the Needs of Diverse Learners</strong></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
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</tbody>
</table>

2015-2016 COE Student Technology Fund Application
3) Describe how project aligns **Educator Preparation Conceptual Framework** and/or your department/division program goals.

This project aligns with the following key components of the **Educator Preparation Conceptual Framework** for UNI’s Educator Preparation Program:

1. Candidates must develop strong skills in order to effectively collaborate with all stakeholders for student learning.
2. Candidates must engage in rich, purposeful, and authentic field-based experiences to develop appropriate dispositions and practices.
3. Candidates must deeply understand and reflect on their content and pedagogy.

In addition, the following learner outcomes and course objectives for Dr. Staples and Hernandez-Saca’s courses will be supported by the technology from this proposal for our preservice and in-service teacher candidates. These learner outcomes and course objectives are further aligned with the following professional organizations’ standards: a) Council of Exceptional Children (CEC): Initial Level Knowledge Skill Sets: Initial Special Education Teachers of Individuals with Exceptional Learning Needs in: Individualized General Education Curricula (IGC) 2009, b) Iowa Teacher Standards, and c) INTASC Model Core Standards.

1. Describe universal design for learning and the role of assistive technology in curriculum and instructional access. (CEC/ICC7K1 Iowa Teaching Standards 1,2,3,4,8; INTASC: 1, 3, 4, 7, 10)
2. Demonstrate knowledge of legal issues related to the evaluation, procurement, and implementation of assistive technologies for students with disabilities. (CEC/ICC7S9; Iowa Teaching Standards 1, 2, 3, 4, 7, 8; INTASC: 1, 5, 7, 10)
3. Demonstrate knowledge of accepted practices regarding AT consideration, evaluation, and use. (CEC/ICC7S9; Iowa Teaching Standards: 1, 2, 3, 4, 7, 8; INTASC: 1,3,4,7,8,10)
4. Demonstrate an understanding of the NIMAS and the advantages and implications of universal design. (CEC/ICC7S9; Iowa Teaching Standards: 2, 3, 4, 5; INTASC, 1, 3, 4, 5, 7, 10)
5. Demonstrate competence in designing instructional environments that utilize technology effectively for enhancing student performance. (CEC/ICC7S9; Iowa Teaching Standards: 2,3,4,5,6; INTASC: 3,4,5,8)
6. Demonstrate an understanding of how to incorporate AT tools and services into a person’s IEP. (CEC/IGC6S5; Iowa Teaching Standards 1,2,3,4,8; INTASC: 1,2,6,8,10)

If approved, the technology would benefit our preservice and in-service teacher candidates because they would have to a) investigate, b) learn the skills necessary to know and demonstrate the use of the assistive technology software that would be utilized within the iPads in order to effectively collaborate with students and families for student learning. In addition, for example, within Dr. Hernandez-Saca’s courses, individually and collectively, teacher candidates generate a database of assistive technology device resources. In the process, they learn from each other in order to engage in rich, purposeful, and authentic field-based discussions and hands-on experiences to develop
4) **Describe your plan to assess the impact of the technology project on student learning.**

In order to assess the impact of technology on student learning, we plan to examine opportunity for student learning as well as the outcome of those technology use opportunities. While Dr. Hernandez-Saca and Dr. Staples plan to use the iPads in their Diverse Learners and Issues and Advocacy coursework and have assignments in place that dictate the use of technology, it is our hope that technology is used throughout our program offerings (e.g., other Diverse Learners sections, methods coursework). To measure opportunity and outcome, we plan to use questionnaires.

**Opportunity:**

In order to assess use of technology across department course offerings, we will (1) survey faculty to ascertain current extent of technology integration (May 2017); and, (2) extent of technology used once it’s more readily available (December, 2017 and May, 2018).

**Learning:**

We plan to monitor student perceptions of technology as well as their skills/understanding of the technology and its appropriate uses via the following activities:

- Create a questionnaire asking students to respond to items regarding their interest in, comfort with, and perceived utility of the technology tools and applications.
- Review submitted course assignments for quality and insight to determine technology knowledge and pedagogical applications. A rubric will be developed and applied to all submissions.

5) **Support Needed:**

a. **Who will install technology and provide technical support for project?**

We will order the technology and software with the help of Neil Clopton. We are capable of installing the applications ourselves but it is likely more efficiently accomplished with the assistance of IRTS Technology Staff. Dr. Staples is proficient with technology and has good working relationships with the vendors whose software we plan to use. She should be able to resolve most issues and will pursue the hire of a work study student or allocation of a departmental Graduate Assistant for assistance. In cases of ongoing problems, we will consult IRTS’s Technology Staff.

b. **Where will resources be installed?** Building **Schindler Education Center** Room #110 (NIIC).

c. **Does this room have the necessary data & electrical infrastructure required for your resources?**

Yes. Dr. Chris Curran purchased a cart with charging station that we will be able to use for iPad storage and charging.

d. **Does this proposal include funds to add the necessary infrastructure if not present?**

N/A

**Note:** All funded proposals will be required to submit a report summary and will be invited to present an overview of project during Spring 2018 semester.
12 point Times New Roman, handwritten applications will not be accepted

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Total 13102.4
Summary for Proposal #2102641970

Thank You
Your proposal has been submitted.

Proposal Number 2102641970
Name Neil Clopton
Phone Number 3192733849
Purchaser email neil.clopton@uni.edu
cc email
Comments

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Pricing as per document creation date

Subtotal 4,770.00 USD
Estimated Tax 0.00 USD
Total 4,770.00 USD
Auto-Renewal Plan Terms

Auto-Renewal Plan Terms
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Subject: pricing
From: "Amy D'Aquila" <adaquila@donjohnston.com>
Date: 3/24/17, 2:00 PM
To: staples@uni.edu

Hi, Amy! Thank you for your time spent on the phone just now.

Snap & Read Universal is priced as follows:

If you are ordering fewer than twenty seats, we have dedicated, self service websites now for schools, districts, administrators, educators, parents, and individuals to purchase per student seat on an annual basis for 1-19 student seats at $3.99 per seat per month.

One other option for you is to order 20 or more seats. For the 20-or-more-seat-option, this would be $47.88 per seat/year, plus an 8% implementation fee, for a total of $1,034.20.

Co:Writer Universal is priced as follows:

If you are ordering fewer than twenty seats, we have dedicated, self-service websites now for schools, districts, administrators, educators, parents, and individuals to purchase per student seat on an annual basis for 1-19 student seats at $4.99 per seat per month - billed monthly with a credit card.

One other option for you is to order 20 or more seats. For the 20-or-more-seats-option, this would be $59.88 per seat/year, plus an 8% implementation package, for a total of $1,293.40.

The websites for signing up for free trials (& this is new since you last worked with us) are:

SNAP & READ UNIVERSAL

CO:WRITER UNIVERSAL

Please let me know if any additional information is needed, for your grant-writing.

Thank you, Amy!

Amy D'Aquila
Educational Support Specialist
Don Johnston, Inc.
P: 800-999-4660 x583
F: 847-740-7326
E: adaquila@donjohnston.com
W: donjohnston.com
Snap&Read Universal Overview — 2-Minute Demo
http://donjohnston.com/snap-read

For any Don Johnston Web Based programs, please whitelist:
cowriter.com
snapandread.com
educatordashboard.com
startpar.com
A voice for those who cannot speak

Proloquo2Go

Symbol-supported communication app to promote language development and grow communication skills, from beginning to advanced communicators

Support for all users

Personalize the vocabulary

Choose from three Crescendo™ vocabulary levels and 23 different grid sizes
Pick from five vocabulary sets targeting different ages and

Fast and easy editing

Create and edit buttons with 20,000 symbols or use your own photos
Customize the vocabulary to user interest quickly with VocaPriority™

Buy

Proloquo2Go is currently available in English, French and Spanish, including regional variants.
Discounts for educational institutions available. See the FAQ.

US$ 249.99  
EUR 249.99  

In-app purchase

In addition to the built-in Crescendo™ core word vocabulary, Proloquo2Go offers Gateway to Language & Learning® core word vocabulary via in-app purchase. Learn how to order.

US$ 149.99  
EUR 149.99  

Vocabularies

Selecting a vocabulary is an important decision. Different vocabularies offer different words and ways to access them.

Compare vocabularies available on Proloquo2Go.
abilities in Gateway to Language & Learning® (in-app purchase)
Select the English, French and/or Spanish vocabulary in Crescendo, including regional variants

**Language development**

Transition between vocabulary levels with minimal re-customization

Use Progressive Language to hide and reveal buttons in a developmental order

Support learning through motor planning with core words located consistently across folders

Benefit from fully configurable grammar support for nouns, pronouns, verbs and adjectives

**Literacy**

Use pre-designed (activity) templates for quick and consistent creation of new pages

Configure the buttons and Message Window with symbols and text, or text-only

Use the highly configurable PolyPredix™ word prediction in Typing View

Use the Grid keyboard, Apple’s built-in keyboard or buy accessible keyboard Keeble

**Classroom & therapy**

Customize vocabulary and settings per student with multi-user support

Start simple and expand vocabulary as needed with minimal effort

Share vocabularies and folders between users and devices

**Let your voice be heard**

Download over 60 English, French and Spanish natural-sounding Text to Speech adult and children’s voices for free

Share messages through Mail, iMessage, Twitter, Facebook and copy/paste into other apps

Enjoy ExpressivePower™ with prerecorded expressions and sounds

---

**AAC Essentials Bundle**

Proloquo2Go, Proloquo4Text, Pictello, Keedogo & Keedogo Plus now available together for a discounted price!

Already own one of these apps? Complete your bundle at a discount!

[Download on App Store](https://apps.apple.com/app/proloquo2go-

**Apple Watch Innovation**

Use Proloquo2Go on Apple Watch for communication or as single switch on iPhone

---

**News**

14 Mar

Many innovative new features in Proloquo2Go 5.0

12 Dec

Child with rare genetic condition finds his voice for first time

[More news](#)

**Blog posts**

Road to Proloquo2Go 4 - Activity Templates

Road to Proloquo2Go 4 - Regional Variants

Road to Proloquo2Go 4 - Yo hablo español

[More posts](#)
Bilingual support

Quickly switch between vocabularies, or mix English, French and Spanish mid-sentence
Benefit from the option to synch buttons between languages to keep vocabularies up-to-date
Choose a genuine bilingual girl, boy or male adult Text to Speech voice for American English/Spanish

Accessibility

Use Hold Duration, Select on Release and switch access to compensate for motor challenges
Benefit from auditory fishing and appearance options for vision impairments
Access through Apple's Switch Control, Apple's VoiceOver or Apple Watch

Unique feature combination

Proloquo2Go is the only AAC app that combines unique features, such as research-based vocabulary levels, (activity) templates to support motor-planning, ExpressivePower™ to express yourself and full bilingual support. And all that with minimal customization effort!

Proloquo2Go is designed to ensure growth of communication skills and to promote language development. It covers all users, from beginning to advanced users, while catering for a wide range of fine-motor, visual and cognitive skills.

‘AssistiveWare has done a beautiful job of listening to the AAC community's feedback, adding powerful features in Proloquo2Go 5 including Search with guided navigation and automatic backups.’

Lauren S. Enders, MA, CCC–SLP, Augmentative Communication Consultant

Latest major improvements

Language development
<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive Language</td>
<td>Make sure the user’s language skills grow by hiding and revealing buttons in a developmental order</td>
</tr>
<tr>
<td>Time-saving features</td>
<td>Designed with a clinical perspective, Search shows you the path to the button and guides you there step-by-step</td>
</tr>
<tr>
<td>Search</td>
<td>Automatic backups to Dropbox, iCloud and Google Drive</td>
</tr>
<tr>
<td>Automatic backups</td>
<td>Easy access to actions like copy/paste, switching languages and Search (replaces the old Views button)</td>
</tr>
<tr>
<td>Accessibility</td>
<td></td>
</tr>
<tr>
<td>Tools Pop-up</td>
<td>Adds Text to Speech on Apple Watch, which allows the user to speak messages out loud</td>
</tr>
</tbody>
</table>

**Real-world use**

**Enrique – at home with the family**
Enrique has Down Syndrome. He is able to communicate effectively with his family and at school with Proloquo2Go.
View video

**Nick – tell us, we want to know**
Nick is ten years old and was diagnosed with autism. He can now initiate communication and say what he wants and needs.
View video

**Ruby – at school with her peers**
Ruby is the youngest premature baby in England. She uses Proloquo2Go with authentic children’s voice Rosie.
View video
Who is Proloquo2Go for?

Proloquo2Go’s unique features make it the premier Augmentative and Alternative Communication solution for children, teenagers and adults who need symbol support. Proloquo2Go has been used successfully with individuals with the following diagnoses: autism, cerebral palsy, Down syndrome, developmental disabilities, apraxia, stroke, traumatic brain injury and others.

‘Proloquo2Go is not just about communication – it’s also about language development.’

Jane Farrall, Consulting Speech Pathologist

Buy Proloquo2Go now!

Proloquo2Go is currently available in English, French and Spanish, including regional variants.

Discounts for educational institutions available. See the FAQ.

Get Gateway

Proloquo2Go offers the Gateway to Language & Learning© vocabulary through an in-app purchase. Compare vocabularies available on Proloquo2Go. Learn how to order.

Learn and explore

We have tons of free support materials available. Check out how to make backups so you don’t lose your customizations, learn more about which vocabulary to choose or explore the customization options:

  - e-learning videos
  - Tutorials
  - Manual
  - Frequently Answered Questions
Honors & Awards

2014 Learning Award
More info

2013 Webby Award Honoree
More info

2011 Bett Award
More info

2011 Best App Ever Award
More info

Back to the top
**Sono Flex**

By Tobii Dynavox LLC

This app is designed for both iPhone and iPad

$99.99

**Category:** Education

**Updated:** Dec 10, 2014

**Version:** 1.1.6

**Size:** 294 MB

**Language:** English

**Seller:** Tobii Dynavox LLC

© 2013 Tobii Technology AB

**Rated:** 4+

**Compatibility:** Requires iOS 5.1.1 or later. Compatible with iPhone, iPad, and iPod touch.

**Customer Ratings**

**Current Version:** 6 Ratings

**All Versions:** 66 Ratings

**More by Tobii Dynavox LLC**

**Description**

Tobii Sono Flex is an easy to use AAC vocabulary app that turns symbols into clear speech. It offers language to nonverbal users who are not yet in full control of literacy. Sono Flex combines the benefits of structure and flexibility, providing a framework for language development.

**What's New in Version 1.1.6**

Resolved issue with voice configuration for certain users

**Screenshots**

11:55 AM

- History
- Quick Phrases
- Keyboard
- Select Context

11:55 AM

- History
- Quick Phrases
- Keyboard
- Select Context

**Customer Reviews**

**Good, but...**

by Albie125

I like most things about this AAC app, including simplicity. However, there are a few things that keep it from being 4-5 stars. First...the voice! The choices are awful...artificial and robotic. The child choices are especially awkward, which surprises me knowing a majority of this app's users are children. Second, there is no way to change the

**New update**

by Juwarlenalover

I want the new update for sono flex add more symbol and new voices
Customers Also Bought

Tobii Dynavox Compass
View in iTunes

Say Hi! AAC Education
View in iTunes

Pogo Boards – AAC Education
View in iTunes

Able AAC Free Education
View in iTunes

Alexicom AAC Education
View in iTunes

SoundingBoard Education
View in iTunes

Sono Flex SWE
View in iTunes

App Store on Facebook and Twitter
Discover and share new apps.
Follow us on @AppStore.

iTunes on Facebook
Discover and share new music, movies, TV, books, and more.

iTunes on Twitter
Follow us @iTunes and discover new iTunes Radio Stations and the music we love.

iTunes

Shop and Learn
Mac
iPad
iPhone
Watch
TV
Music
iTunes
iPad
Accessories
Gift Cards

Apple Store
Find a Store
Genius Bar
Workshops and Learning
Youth Programs
Apple Store App
Refurbished
Financing
Reuse and Recycling
Order Status
Shopping Help

For Education
Apple and Education
Shop for College

For Business
Apple and Business
Shop for Business

Account
Manage Your Apple ID
Apple Store Account
iCloud.com

Apple Values
Accessibility
Education
Environment
Inclusion and Diversity
Privacy
Supplier Responsibility

More ways to shop: Visit an Apple Store, call 1-800-MY-APPLE, or find a reseller.

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United States
Inspiration Maps VPP

Inspiration Software, Inc.

Details  Ratings and Reviews  Related

Screenshots

$9.99 Buy

This app is designed for both iPhone and iPad

Rating: 4+

LINKS
Privacy Policy
Developer Website

© 2016 Inspiration Software, Inc.

Description

Start with a built-in template or create your own.

Brainstorm Brainstorm by building webs or diagrams.