Evotonomia

Supporting the independence of children with specific needs

evotonomia.be

First steps with Evotonomia

Configuration guide for the supporting adult

Who this guide is for

You are a parent, an occupational therapist, a speech and language therapist, an educator or a special-needs teacher. You have just installed Evotonomia and you are discovering the app.

This guide walks you through the initial setup, step by step. Allow roughly 30 to 45 minutes for a complete first run, but nothing forces you to do it all at once: you can configure progressively, at the pace of your own discovery.

No technical knowledge is required.

Overview

Evotonomia is designed to be used by two people: a supporting adult (you) who configures the app, and a child who uses it every day. All the configuration work happens in an admin area protected by a password; the child only ever sees their own interface, simplified and safe.

This guide follows the logical order in which the choices come up during a first use. Each part can be tackled on its own, but we recommend following them in order the first time.

The 8 steps of the initial setup

1	**First launch**	Choose the language, create the admin password.
2	**Create a child profile**	Name, avatar, basic profile.
3	**Choose the context of use**	Switch on the buildings and rooms that match the child's life.
4	**Configure the missions**	Use the default missions or create your own, with their steps.
5	**Points and rewards**	Switch them on or not, build the reward shop.
6	**Customise the planner**	Assign missions to moments in the week.
7	**Extra activities**	My day, Memory game, “Where does it go?”.
8	**Verify and back up**	Test in child mode, export a backup.

> **You do not have to do it all at once**
>
> The setup can look long at first sight, but it breaks down into independent blocks. You can perfectly well do parts 1 to 3 now (first launch, child profile, context), move on to actual use with one or two simple missions, and enrich it over the following days.
>
> If you are discovering the app in practice or in a classroom with a child already present, configure the strict minimum (profile, 2 or 3 rooms, 1 mission) and get going. The fine tuning can happen alongside use.

Part 1: First launch

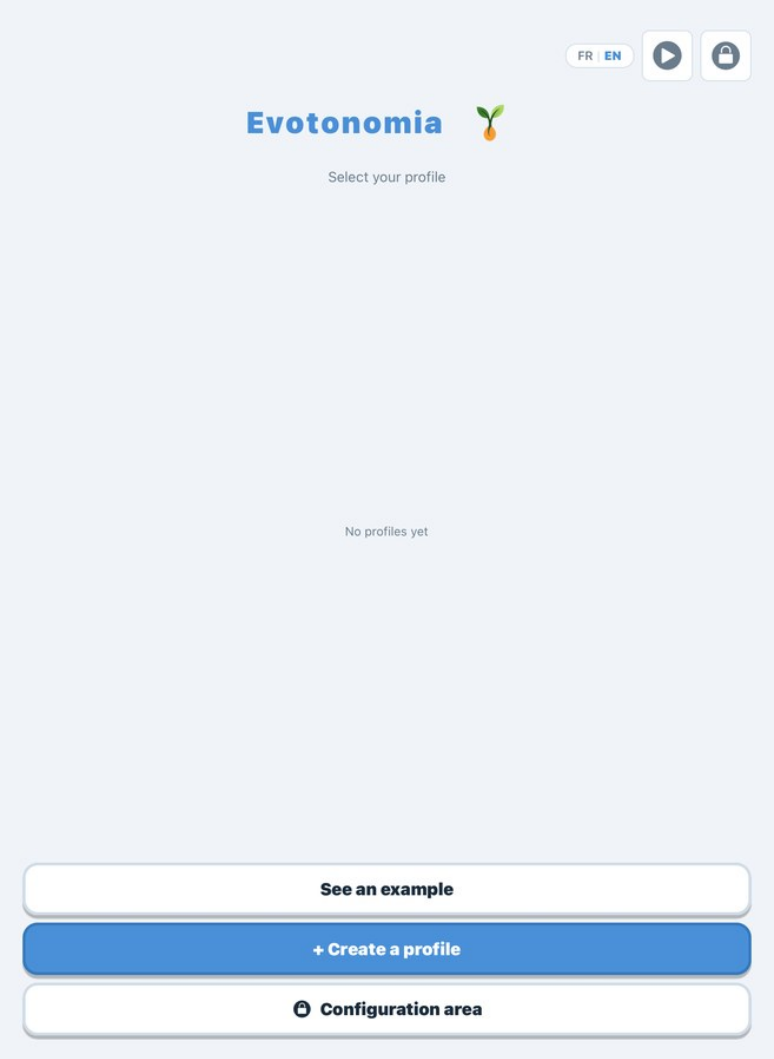
What you are going to do

- Choose the language of the app (French or English).
- Reach the admin area for the first time.
- Create an admin password that will protect every setting.

Estimated time: 2 minutes.

The home screen

On the very first launch, the app shows a plain screen with no profile saved. Three things are available: the language switcher, the padlock that opens the admin area, and the profile creation button.



First-launch home screen, no profile exists yet

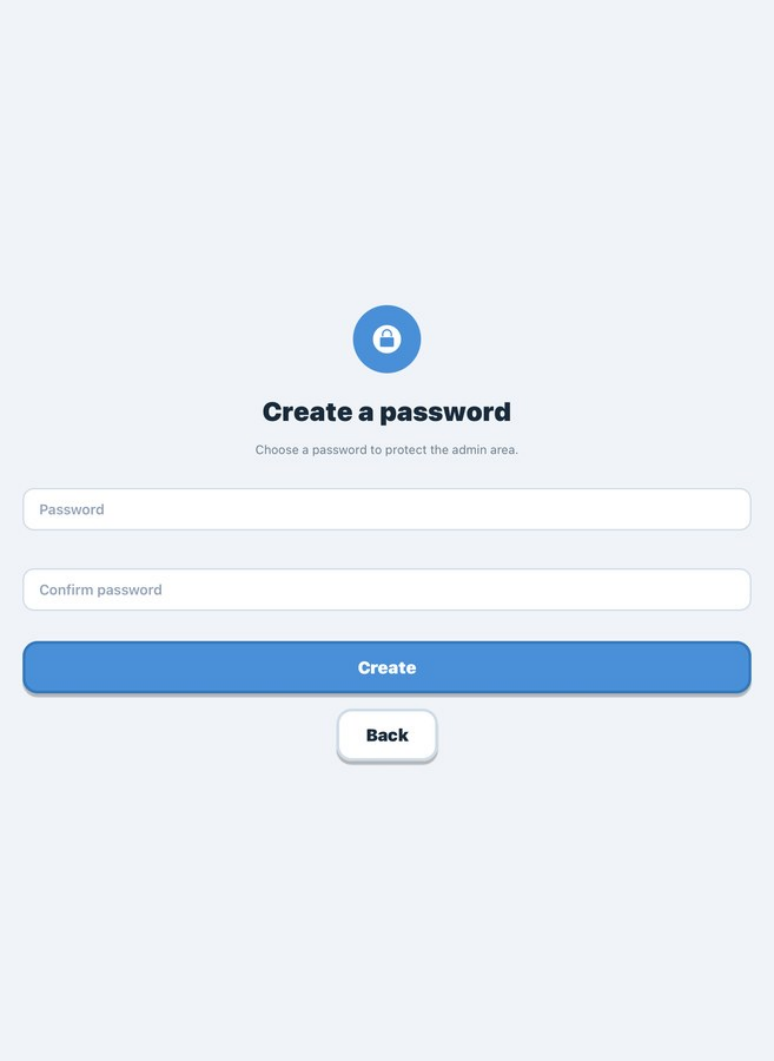
Step 1: Choose the language

The FR / EN switcher sits at the top right of the home screen. Tap the language you want to switch the whole interface.

- The pictogram library (AAC) is fully translated in both languages.
- You can change language at any time without losing your data.
- The choice is remembered: on the next launch, the app opens directly in the active language.

Step 2: Reach the admin area

Tap the padlock icon at the top right, next to the language switcher. On the very first access, the app asks you to create an admin password.



Creating the admin password, first access through the padlock

Step 3: Create the password

1. Type the password of your choice in the first field.
2. Confirm it in the second field.
3. Tap “Create”. You are taken straight to the admin dashboard.

Choosing a password

- Avoid trivial codes (1234, 0000, an obvious birth date).
- Pick a word or a phrase the child will not guess easily, but that you can remember yourself.
- If several adults will use the admin area (a parent and a professional working together), agree on the password and store it somewhere both can reach.

Important: forgotten your password?

The app runs entirely offline and no server stores your password, so it cannot be recovered.

If you forget it, you can request a reset code to set a new password without losing the child's data.

For security and privacy reasons, that code goes to the licence holder only: write to pierre.guillaume@evotonomia.be and attach a screenshot of your proof of purchase.

Write your password down somewhere safe all the same: a password manager, or a personal notebook.

Part 2: Create a child profile

What you are going to do

- Create one or more child profiles, each with a name and an avatar.
- Understand how the app handles several profiles.

Estimated time: 2 to 5 minutes per child.

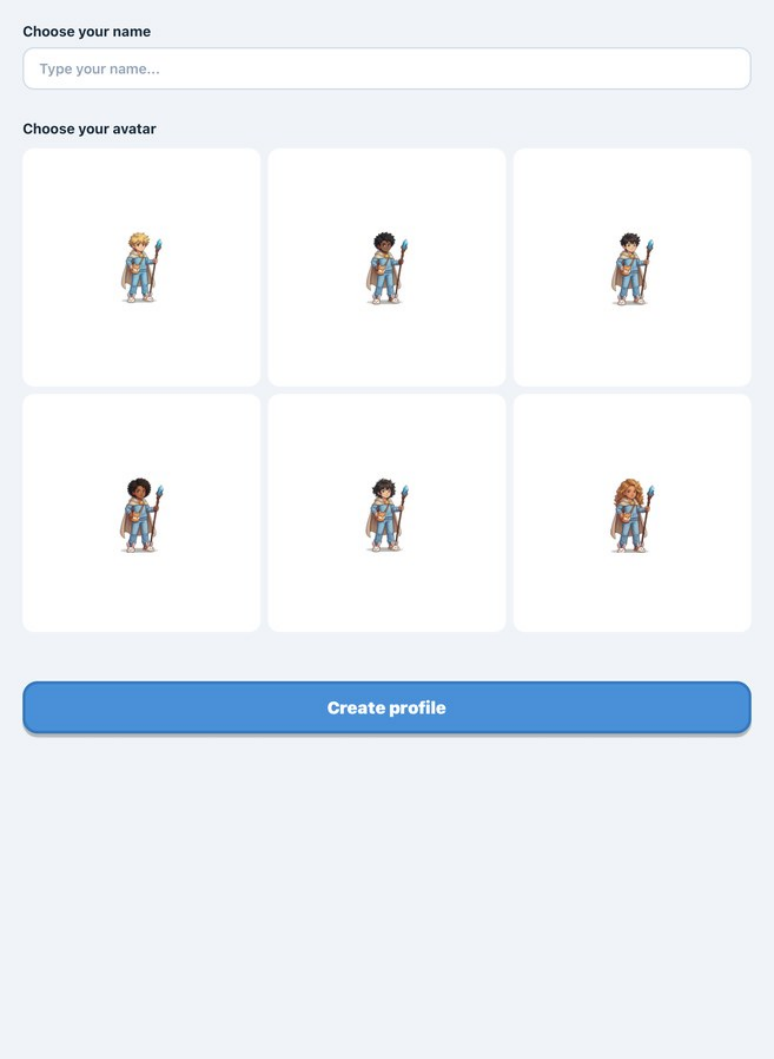
Why one profile per child

Each child using the app has their own independent profile. That lets you customise missions, points, rewards, follow-up notes and the weekly planner separately for every child you support.

- A parent can create one profile per sibling.
- A professional (occupational therapist, speech and language therapist) can create one profile per patient seen in practice, within the limits of confidentiality (see the GDPR note below).
- A special-needs teacher can create one profile per pupil in their class.

Step 1: Start the creation

On the home screen, tap the “+ Create a profile” button at the bottom. The creation form appears.



Child profile creation form

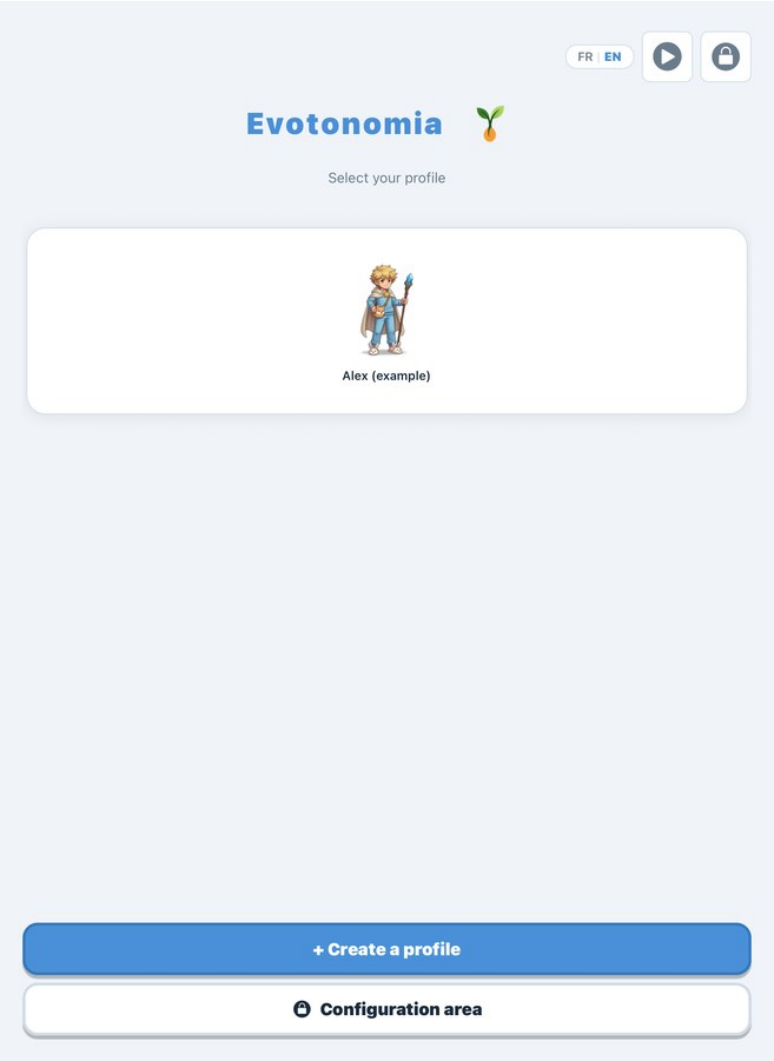
Step 2: Fill in the details

1. **Type the child's first name** (or a pseudonym if you work in an institutional setting, see the note below).
2. **Pick an avatar** from the gallery. The avatars are designed as symbolic companions (a guiding figure, a supporting animal, a magician's attire) to help the child identify with their character.
3. **Tap “Create profile”.** The profile is immediately available on the home screen.

> **GDPR note for professionals**
>
> If you use Evotonomia in practice or in a medical-educational setting, keep in mind that even though the app is entirely local (no data leaves the device), the full first name of a child you support is still personal data. Recommended good practice:
>
> - Use a pseudonym or initials (“L.” rather than “Leo”).
> - Do not share the device between several institutions.
> - Record the use of the app in the patient file when it forms part of a therapeutic approach.

Step 3: Check the result

Once the profile is created you are back on the home screen. The child's profile now appears as a clickable card, with its avatar and name.



Home screen after a profile has been created, the child can now select their own

Several profiles, one device

The app puts no limit on the number of profiles. Several children can share the same device while each keeps their own planner, missions, points and rewards.

To add another profile at any time, go back to the home screen and tap “+ Create a profile” again. Profiles can also be created or edited from the admin area, through the “Profiles and planner” entry on the dashboard.

Part 3: Choose the context of use

What you are going to do

- Understand the logic of the three Evotonomia buildings (home, school, boarding).
- Switch each room on or off according to the child's real life.

Estimated time: 5 to 10 minutes.

How buildings and rooms work

Evotonomia structures the child's daily life into three buildings: home, school and boarding. Each building is split into rooms (bedroom, kitchen, classroom, sick bay, and so on). Missions are always attached to a specific room, and that is what lets the child navigate through space before choosing which activity to carry out.

Not every child uses all three buildings. A child at home with no boarding setting has no reason to see the boarding building. A child seen only in occupational therapy does not need the school building in their interface.

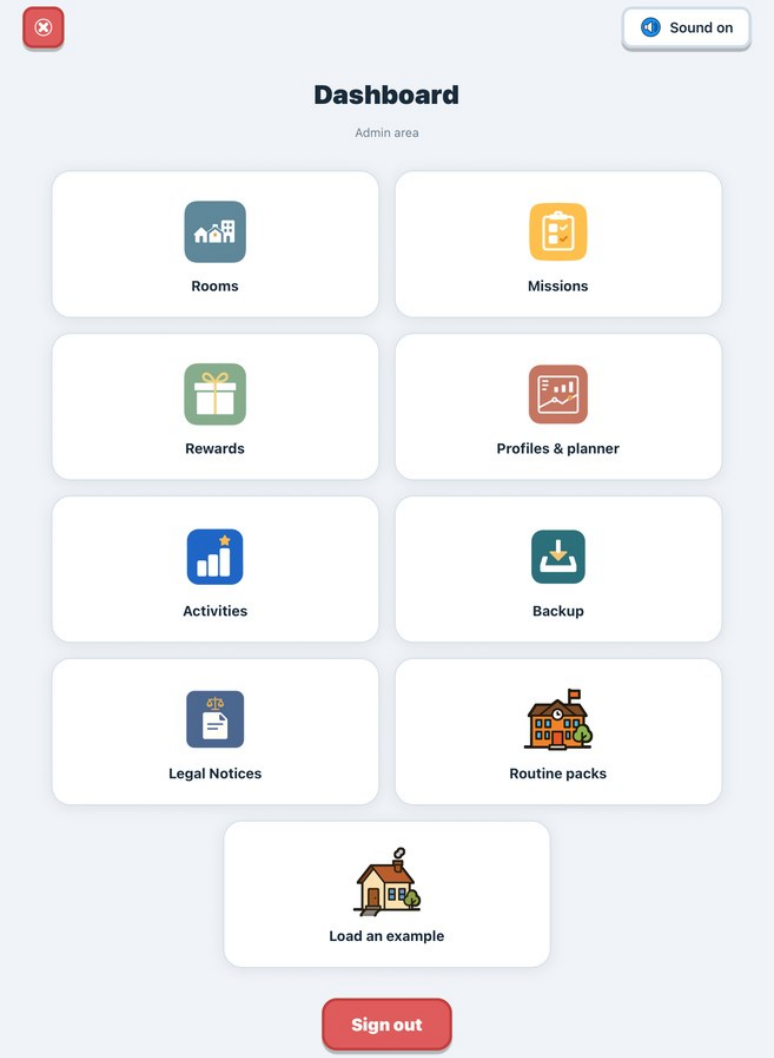
The logic of the app is simple: there is no button to switch off a whole building. You switch the rooms on one by one. If you switch off every room in a building, that building disappears from the child interface by itself.

Three example setups

- **Parent at home** (no boarding, no school in the app): switch on the home rooms only, and switch off every school and boarding room.
- **Occupational therapist in practice** (45-minute sessions): switch on the home rooms tied to the goals of the session (bedroom, bathroom, kitchen), and switch off the rest so attention does not scatter.
- **Special-needs educator in an institution**: switch on rooms across all three buildings, picking the ones that match the reality of the setting.

Step 1: Reach the admin dashboard

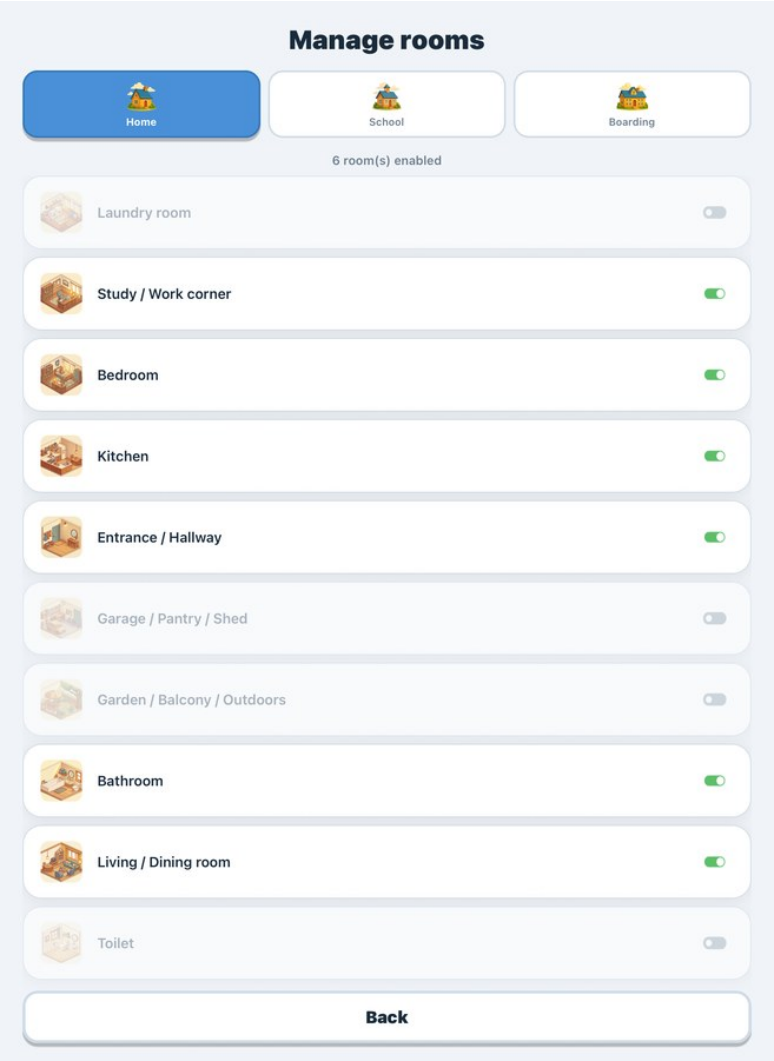
If you are not already in the admin area, go back to the home screen, tap the padlock at the top right, and type your admin password. The dashboard shows the main entries. It is your starting point for every setting.



Admin dashboard, the main entries

Step 2: Open “Rooms”

On the dashboard, tap the first entry, “Rooms”. You reach the room management screen, organised into three tabs matching the three buildings.



“Manage rooms” screen, Home tab selected, six rooms switched on

Step 3: Switch rooms on, building by building

1. **Select a tab at the top: Home, School or Boarding.** The list of rooms for that building appears.
2. **For each room, flip the switch** (green = on, grey = off). The counter at the top of the list shows how many rooms are currently on.
3. **Repeat for the two other buildings** according to your context. To make a building disappear from the child interface entirely, switch off all of its rooms.
4. Tap “Back” to return to the dashboard. Your choices are saved automatically.

> **You can change this at any time**
>
> Switching a room on or off is reversible. If you switch off a room that contained missions, those missions stay in the database but stop showing to the child. You can bring them back by switching the room on again.
>
> This is useful when the child's context changes (a move, starting at a boarding school, the end of the school year): you adapt the interface in seconds without losing anything.

Rooms available per building

For reference, here are the rooms offered in each building:

Home	Laundry room · Study / Work corner · Bedroom · Kitchen · Entrance / Hallway · Garage / Pantry / Shed
School	Library · Head teacher's office · Canteen · Corridor · Playground · Sick bay
Boarding	Reception office · Supervisor's office · Bedroom · Boarding corridor · Shared kitchen · Boarding sick bay

> **Worth remembering**
>
> The goal is not to switch on every possible room, but to reflect the child's daily life faithfully. A plain interface aligned with their reality works better than an exhaustive, abstract one.
>
> You can always start minimal (3 or 4 rooms only) and enrich it as the child finds their bearings.

Part 4: Configure the missions

What you are going to do

- Understand how a mission is built in Evotonomia.
- Create your first missions, step by step, with their pictograms.
- Choose the options of each mission: difficulty, strict or free order, timer.

Estimated time: 10 to 20 minutes for 2 or 3 missions.

How a mission is built

A mission stands for an everyday activity the child has to carry out: brushing their teeth, leaving for school, tidying their bedroom, doing their homework. Each mission can be atomic (a single action to validate) or broken into several successive steps.

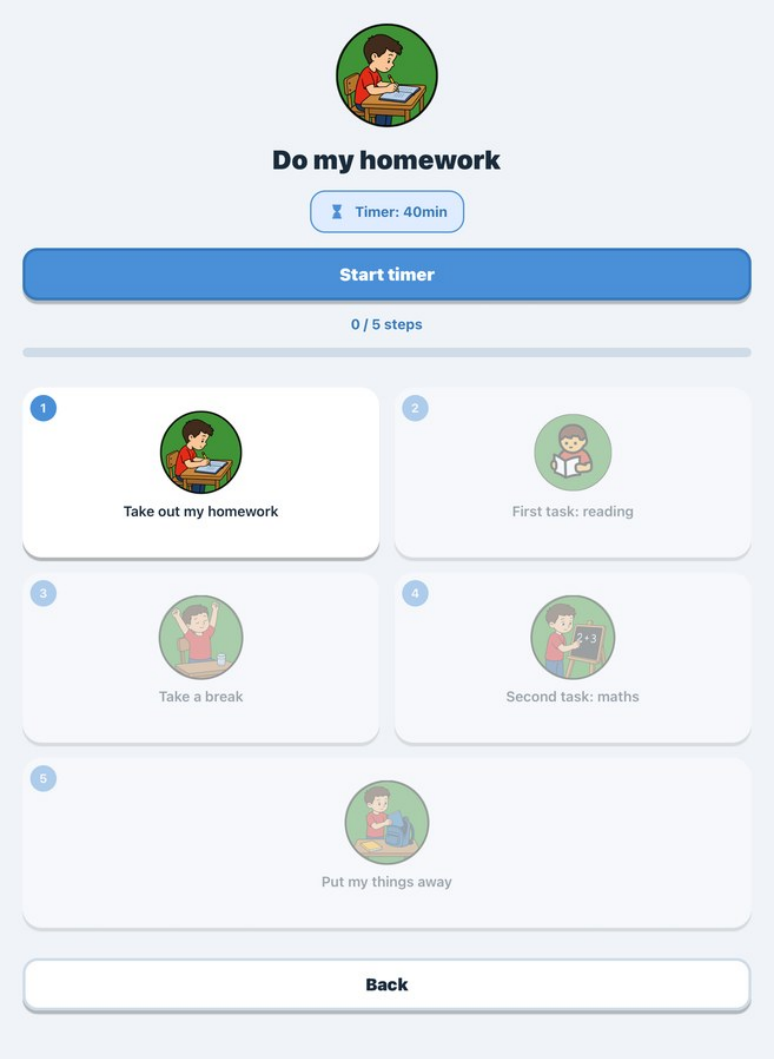
The breakdown logic comes straight from task analysis in occupational therapy: a complex task becomes reachable once it is segmented into explicit sub-actions, each of which can be validated on its own. The younger the child or the newer the task, the finer the breakdown should be.

A concrete example: the “Getting dressed” mission

Instead of simply telling a child to “get dressed” (an abstract instruction that assumes an implicit sequence), Evotonomia shows the mission broken into 5 illustrated steps:

- Put on underwear
- Put on the t-shirt
- Put on the trousers
- Put on the socks
- Put on the shoes

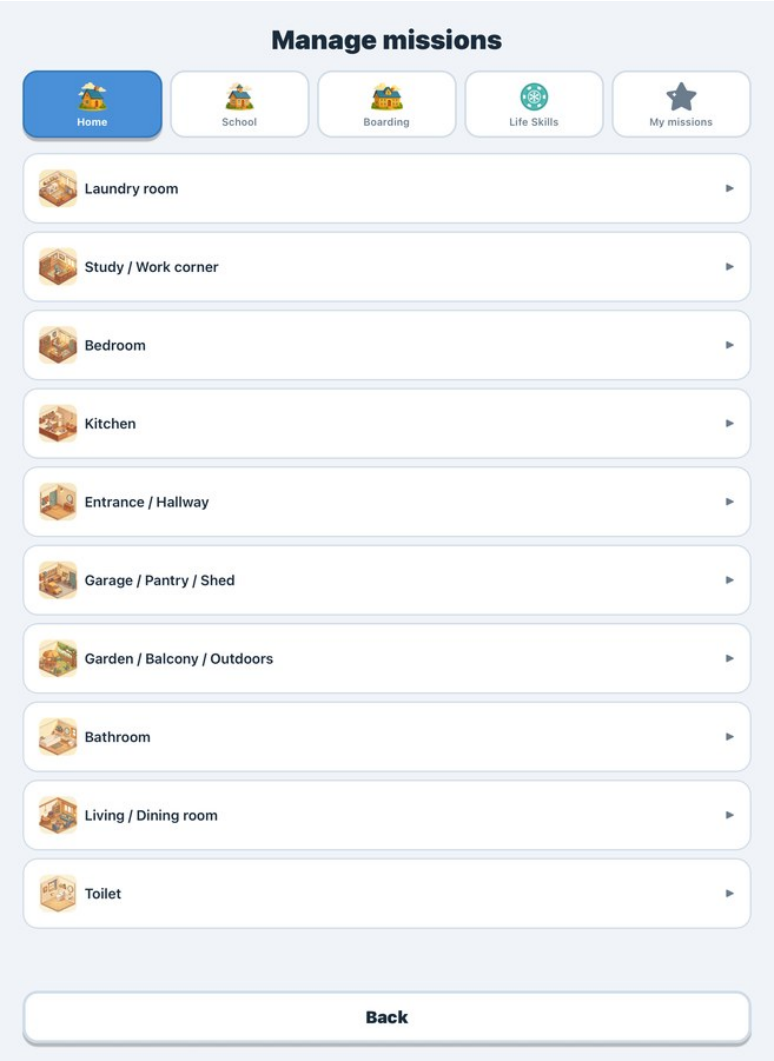
Each step appears with a pictogram and is validated individually. The progress bar at the top (4 / 5 for instance) gives the child direct visual feedback on what is left to do.



Child side, a mission in progress with its steps and its timer

Step 1: Open “Manage missions”

From the admin dashboard, tap the second entry, “Missions”. You reach the main mission management screen.



“Manage missions” screen, Home, School, Boarding, Life Skills and My missions tabs

The five tabs

- **Home, School, Boarding**: missions are grouped by building, then by room. A mission always belongs to a specific room (the bedroom, the bathroom, and so on).
- **Life Skills**: a special category for missions that are not tied to a place but to a theme: practical and money skills, digital wellbeing, emotional regulation, social relationships, health, safety.
- **My missions**: a summary of every mission you have created, across all buildings.

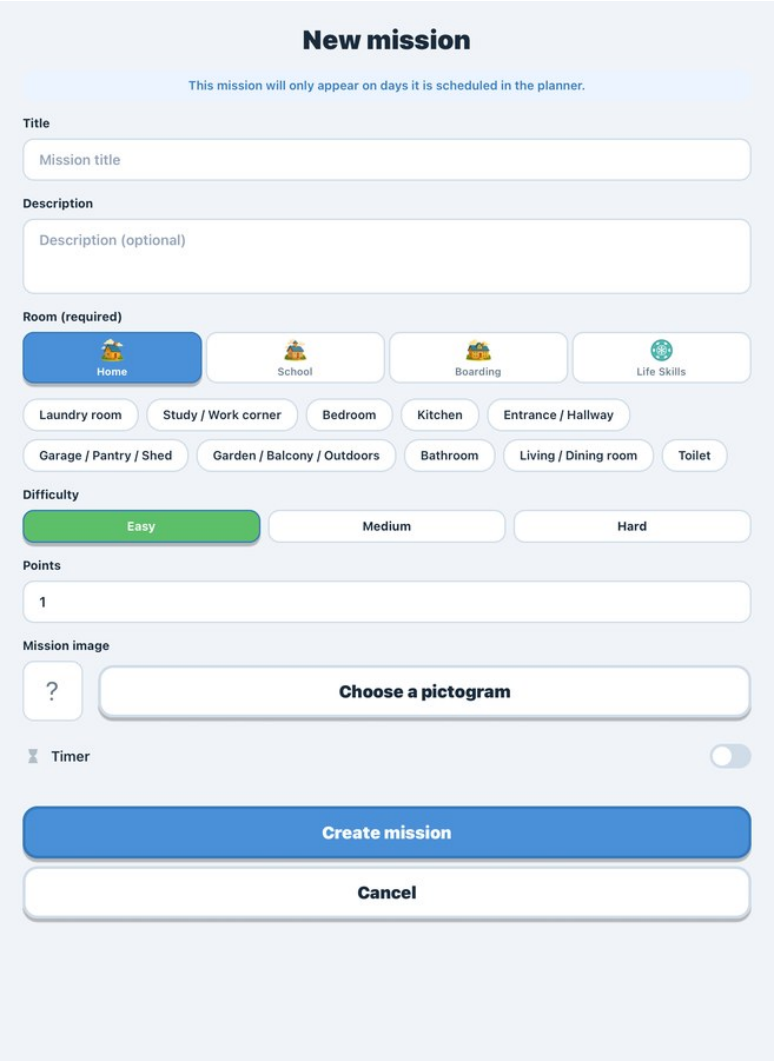
Step 2: Choose the destination building and room

1. Select the tab matching the building (Home, School, Boarding or Life Skills).
2. Tap the room where you want to create your mission. The list of existing missions for that room appears, with an add button.
3. Tap the + button to create a new mission.

> **Important: pick the right room**
>
> The room you pick decides where the child will find the mission while exploring. A “Do my homework” mission placed in the bedroom will not show up if the child explores the kitchen.
>
> If a mission can happen in several rooms, choose the one that matches where it most often takes place. You can always duplicate the mission into another room later.

Step 3: Fill in the creation form

The form for creating (or editing) a mission puts every option on a single screen, with no deep menus. You fill the fields in order, then you save.



Mission creation form

Fields of the form

Field	What it is for
Name	The short title of the mission, as the child will see it. Prefer an explicit action verb (“Brush your teeth”, not “Toothbrush”).
Description	Optional field to record the context, the clinical goal, or instructions meant for another adult (a colleague, the other parent). It is not shown to the child.
Difficulty	Three levels: Easy (green), Medium, Hard. It affects how many points are earned on validation, and helps decide when the mission is introduced.
Image (pictogram)	The visual illustrating the mission, chosen from the AAC library (see step 4). Essential for the child to read the mission at a glance.
Timer	Optional. When switched on, it starts a countdown visible during the mission. Useful for missions with a set duration (tooth brushing, reading, a transition).
Multi-step mission	Turns on the breakdown into successive steps. When off, the mission is atomic (a single action to validate).
Strict order	When on, the steps must be validated in the exact order defined. When off, the child can validate them in any order.

Choosing between strict and free order

Strict order: for routines where the sequence matters (getting dressed, leaving for school, going to bed), or when the sequence itself is what is being learnt.

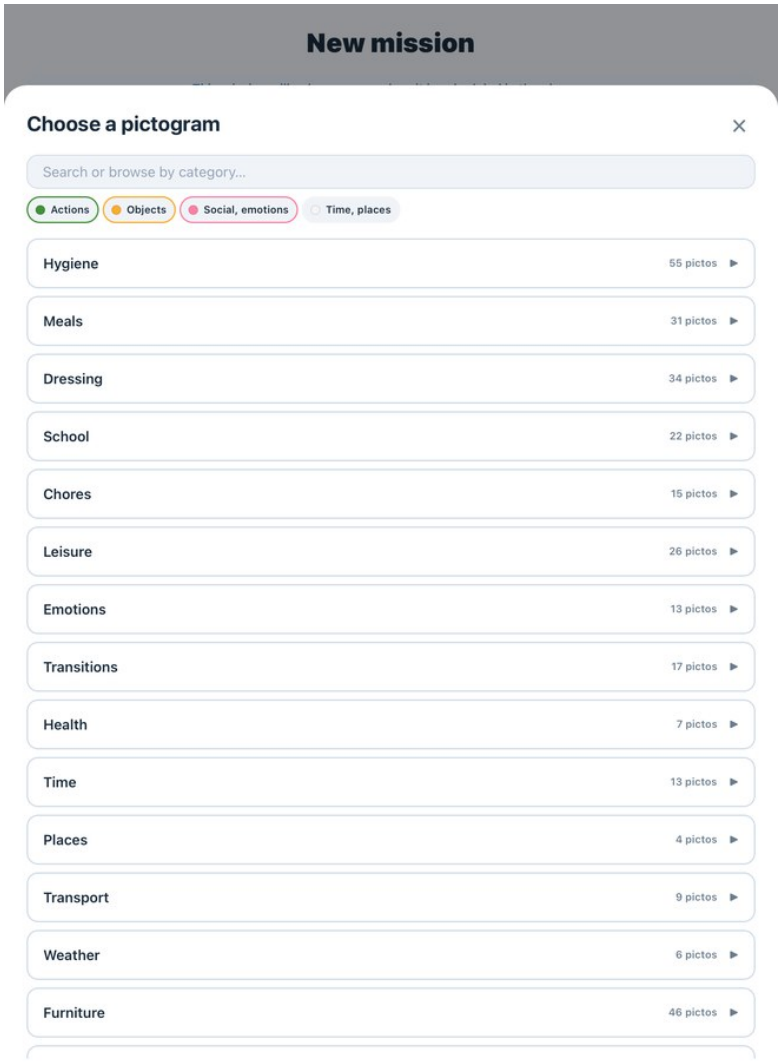
Free order: for missions made of independent tasks (“Pack my school bag”: the pencil case, the exercise book and the snack can go in in any order).

When in doubt, start with free order. Strict mode adds a further cognitive constraint that can frustrate a child who is just starting.

Step 4: Choose a pictogram

The pictogram is the image that illustrates the mission. It works as a quick visual cue for the child, particularly useful when reading is not yet acquired or not yet fluent.

Tap “Change pictogram” in the form. The picker opens and shows the whole AAC library (over 250 pictograms), organised by the Fitzgerald colour code.



Pictogram picker, colour-coded Fitzgerald tabs at the top

The Fitzgerald colour code

The whole Evotonomia AAC library follows the Fitzgerald code, a standard of Augmentative and Alternative Communication used in speech and language therapy for several decades.

Tab	Colour	Category	Examples
Actions	Green	Verbs and actions	eat, sleep, write, tidy, brush, open, play
Objects	Orange	Objects and common nouns	school bag, brush, soap, trousers, book, soft toy
Social, emotions	Pink	Emotions and social	happy, angry, sad, tired, calm, surprised
Time, places	Grey	Time and space cues	morning, evening, school, home, yesterday, today

Which tab for which mission?

A mission usually names an action to carry out, so the tab to reach for first is Actions (green). For “Brush your teeth”, choose the “brush” pictogram in Actions.

The Objects tab (orange) suits steps or sub-steps that name an object to handle. In the “Getting dressed” mission, the step “Put on the trousers” can use the orange “trousers” pictogram.

Searching by keyword

The bar at the top of the picker searches pictograms by keyword. It is faster than browsing the categories when you know what you are after. Typing “brush” filters the list down to every pictogram containing that term (toothbrush, hairbrush, and so on).

Step 5: Add the steps of the mission

If you have switched on “Multi-step mission”, an “+ Add a step” button appears at the bottom of the form. Tap it to create the first step.

For each step you fill in the same fields as for the mission itself: a short name, a pictogram, and possibly a description. The step inherits the settings of its parent mission (timer, strict order).

Calibrating the number of steps

Too few steps (a monolithic mission): the child has to hold the implicit sequence in mind, which can be difficult for autistic profiles or for executive function difficulties.

Too many steps (excessive granularity): the child wears out, and the progress bar becomes uninformative because each step counts for so little.

A useful marker: between 3 and 8 steps for a complete mission. If you go beyond 8, ask yourself whether some steps could be grouped (“socks AND shoes” becomes a single “lower body” step).

Step 6: Save

Once every field is filled and every step added, tap “Save” at the bottom of the form. The mission appears straight away in the list for that room, and becomes available to the child on their next exploration.

You can come back and edit an existing mission at any time: it stays clickable from the mission management screen, which reopens the same form.

> **A word on your first missions**
>
> If this is your first time, do not try to build an exhaustive catalogue. Start with 2 or 3 short missions (3 to 5 steps each) on routines the child already knows well. Suggestions with a strong payoff:
>
> - “Brush my teeth” (4 steps: pick up the brush, put on toothpaste, brush, rinse), strict order, 2-minute timer.
> - “Pack my school bag” (4 steps depending on the contents), free order.
> - “Morning routine” (5 to 7 steps: get up, get dressed, eat, brush teeth, take the school bag), strict order.

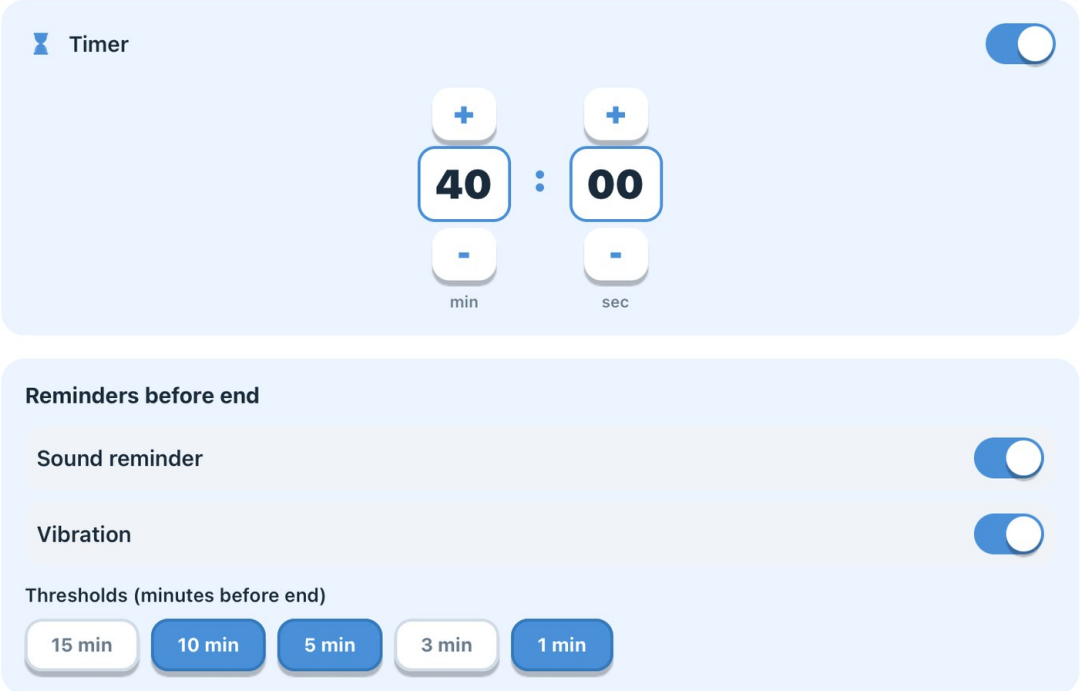
Setting up the timer reminders

When you switch on the Timer option in a mission form (see Fields of the form, part 4), a settings panel appears just below the list of steps. It sets the length of the countdown, and it also schedules reminders before the end, both audible and tactile, to prepare the child for the transition.

These reminders make the passing of time tangible: rather than discovering the end of the countdown abruptly, the child gets an early signal (“3 minutes left”) that lets them finish what they are doing, put their things away, or get ready to move to the next step. It is a classic support for executive function, particularly useful for autistic children or children with attention difficulties.

Available settings

Setting	Effect
Duration (min : sec)	Sets the total length of the countdown. Adjustable in minutes and in seconds through the + and − buttons.
Sound alert	When on, a sound is played at each selected marker. Useful for children who do not watch the screen constantly.
Vibration	When on, the device vibrates at each marker. Particularly suited to quiet settings (a classroom, a waiting room) or to children for whom the auditory channel is already saturated.
Markers	Which moments before the end trigger a reminder: 15 min, 10 min, 5 min, 3 min, 1 min. Active markers are filled in blue, inactive ones in white. Markers longer than the total duration are ignored.



Timer settings for a mission: a 40-minute countdown, sound and vibration reminders at the 10, 5 and 1 minute markers

Calibrating the markers to the duration

For a short mission (5 minutes or less), a single marker at 1 minute is usually enough: piling reminders onto a brief span ends up disturbing attention. For a longer mission (15 to 30 minutes), two or three staggered markers (10 min, 5 min, 1 min) follow the rhythm better.

If the child shows anxiety as the end approaches, prefer vibration alone or a very discreet sound: the point is to help them anticipate, not to rush them.

Reminders mean anticipation, not pressure

Reminders before the end are tools for anticipating, not performance counters. If you notice the child speeding up or tensing at each marker, switch off the intermediate reminders and keep only the end signal. The timer itself can also be left silent: it then becomes purely visual, which is enough for many children.

Part 5: Points and rewards

What you are going to do

- Decide whether you switch the points and rewards system on for this child.
- If so, create concrete rewards in the shop.

Estimated time: 5 to 15 minutes depending on how many rewards you create.

How it works

Evotonomia follows an explicit positive reinforcement logic, inherited from behavioural approaches to supporting children. It works in three stages:

1. **The child validates a mission** and the app automatically credits a number of points to their counter. The number depends on the difficulty set in the mission.
2. **Points build up over time** and the counter grows over days and weeks. Achievements unlock automatically at milestones (first mission, ten missions, streaks of active days).
3. **Points are exchanged for a reward**: the child can “buy” a real reward (an outing, an activity, an object) that you have defined in the shop beforehand. The points are then spent.

For every child?

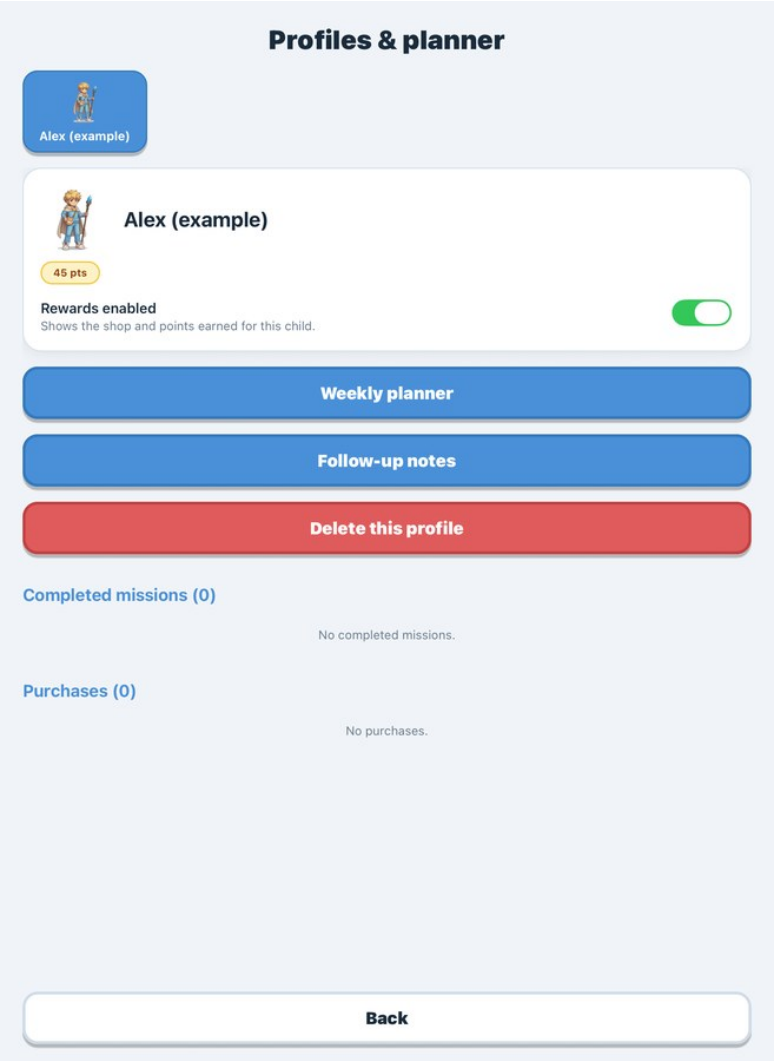
A points system suits many children, but not all. For some profiles, notably where there is performance anxiety, an already fragile relationship to praise, or a sense of effort still under construction, introducing rewards can be counter-productive.

If you have any doubt, talk it over with the professional who supports the child before switching the feature on. The app lets you disable it completely for a given child (see step 1 below), which removes the shop and the points counter from the child interface.

Step 1: Switch it on or off for a child

Switching the points system on is a per-child choice: the same device can perfectly well show the shop for one child and hide it for another.

1. From the admin dashboard, tap the “Profiles and planner” entry.
2. Select the avatar of the child at the top of the screen.
3. Find the “Rewards enabled” switch and flip it as you wish (green = on, grey = off).

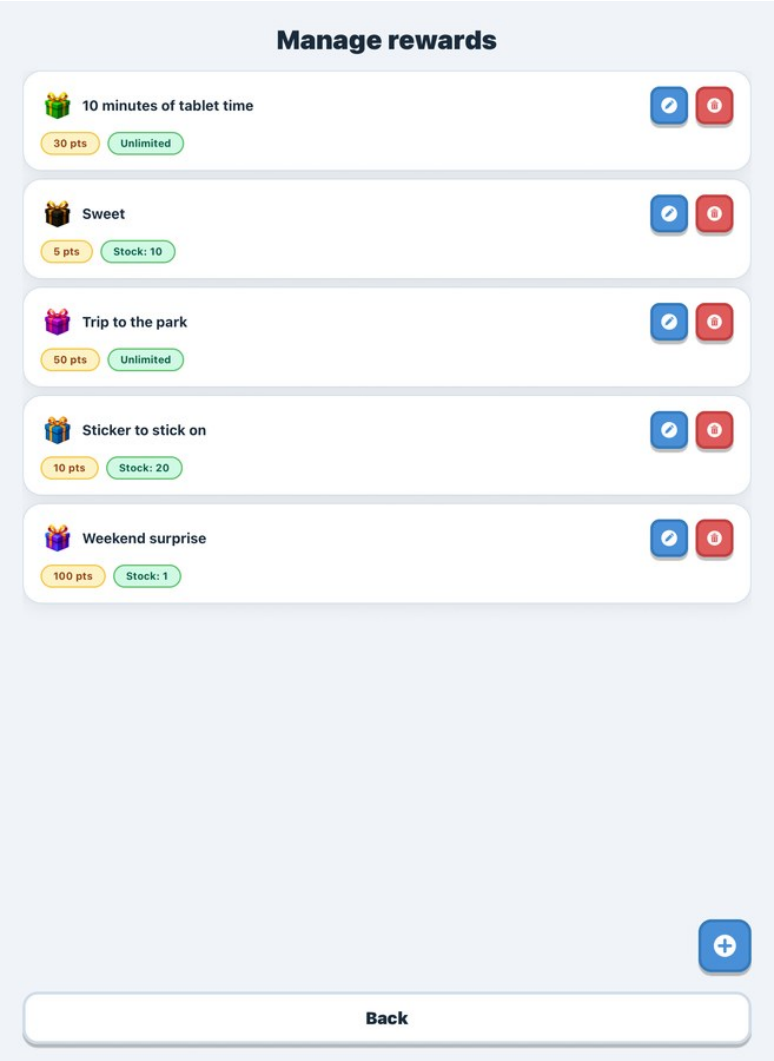


A child's profile view, with the “Rewards enabled” switch

Step 2: Create rewards in the shop

If you have switched the system on, the next step is to define the rewards themselves. An empty shop gives the child nothing to exchange for, and the system loses its meaning.

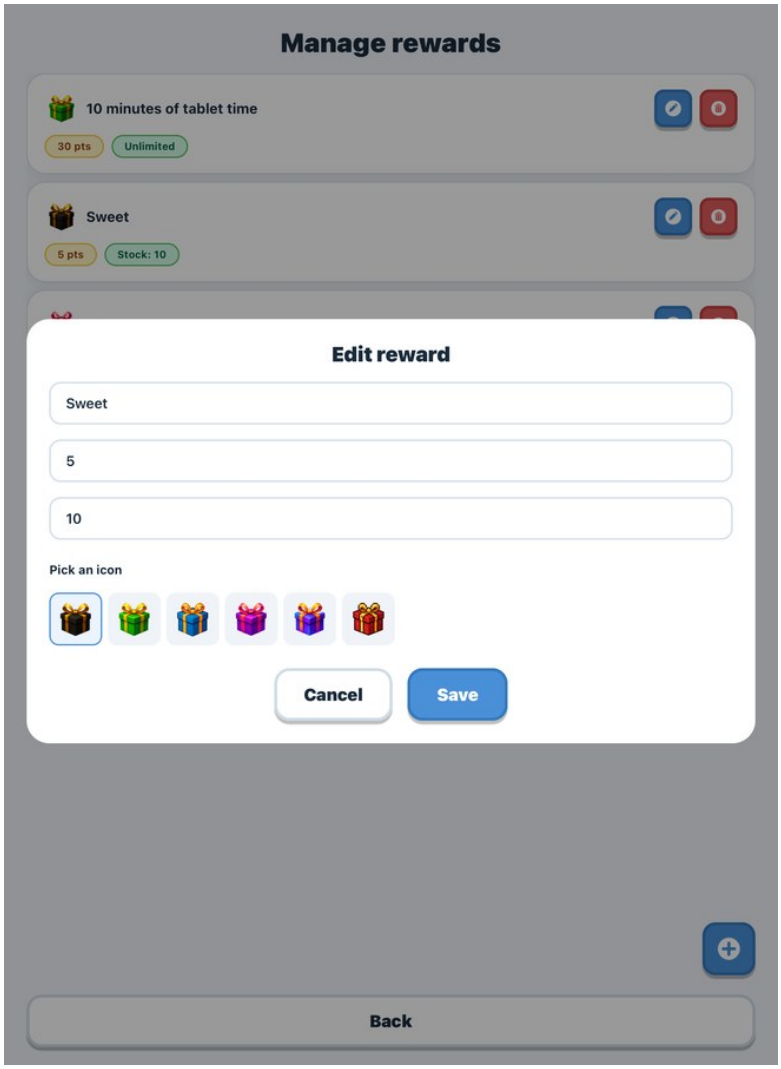
1. From the admin dashboard, tap the “Rewards” entry.
2. The list of existing rewards appears (empty the first time).
3. Tap the + button at the bottom right to create a new reward.



“Manage rewards” screen, the + button adds a reward

Step 3: Fill in the reward form

The reward creation form has four fields.



Reward creation form

Fields of the form

Field	Description
Label	The name of the reward as the child sees it in the shop. Prefer something concrete and desirable (“Trip to the park” rather than “Reward 1”).
Cost in points	How many points the child has to gather to buy this reward. See the calibration notes below.
Stock	How many times the reward is available. Set 1 and it is used up on purchase; set 10 and it can be bought up to ten times.
Icon	A gift icon in one of 6 colours. Purely visual, it changes nothing else.

Calibrating the cost of a reward

The right calibration makes the reward reachable but not immediate. A reward reachable in a single mission loses its role as motivation in the medium term; a reward that takes weeks feels out of reach.

A useful marker: aim for 1 to 3 days of effort for the first reward, then raise it gradually. If the child validates 5 missions a day on average, at 1 point each, a 10-point reward is reachable in 2 days, which is a good starting point. You will adjust after a few days of observation.

Suggested first rewards

To get started, create 2 or 3 rewards at different costs. That gives the child a short horizon and a longer one, and lets them make a choice.

Type of reward	Indicative cost	Why
Small daily reward (15 minutes of play, choosing the evening film)	5 to 10 points	Reachable in 1 or 2 days, gives quick feedback.
Middle reward (a trip to the park, a special dessert)	20 to 30 points	Takes a few days of effort, supports perseverance.
Long reward (a trip to the cinema, a small toy)	50 to 100 points	A goal several weeks away, rewards steady periods.

Build the rewards with the child

The rewards that work best are the ones the child suggested themselves. Before filling the shop on your own, take 5 minutes with the child and ask what would make them happy. You will get things you would not have thought of, and the initial buy-in will be far better.

For children who find it hard to name a wish: offer 3 or 4 options and let them choose.

About automatic achievements

Alongside the rewards you define, the app unlocks symbolic achievements automatically at milestones: first mission validated, ten missions, a streak of active days, and so on. These appear on the child's “My badges” screen.

There is nothing to configure for them: they are built into the app and fire as it is used. They complete the concrete reward system by offering regular symbolic recognition, independently of points.

> **A reward is not an achievement**
>
> The distinction matters:
>
> - **Rewards (the shop)**: defined by you, they cost points, and they are real things in real life.
> - **Achievements (automatic)**: built into the app, unlocked at no cost, a symbolic recognition of regular use.
>
> The two complement each other. A child who never spends their points on a real reward can still enjoy collecting symbolic achievements.

Part 6: Customise the planner

What you are going to do

- Understand the difference between free missions and planned missions.
- Assign missions to a child's weekly planner, day by day.

Estimated time: 10 to 20 minutes depending on how many missions you plan.

Free missions or planned missions

A mission can be offered to the child in two ways:

- **As a free mission**: the child finds it while exploring the rooms of the building. It is available at any time, with no set hour. This suits missions that can happen spontaneously (tidying the bedroom, helping in the kitchen).
- **As a planned mission**: you assign it to a specific day and time in the weekly planner. It also appears in the child's “My planner” screen, with a “mission of the day” marker on the mission card. This suits routines at fixed hours (morning, school, meals, bedtime).

The two modes coexist: a mission can be available freely in a room and also scheduled at a precise time in the planner. That lets the child do it early if they want, or wait for the planned time.

Why a visual planner

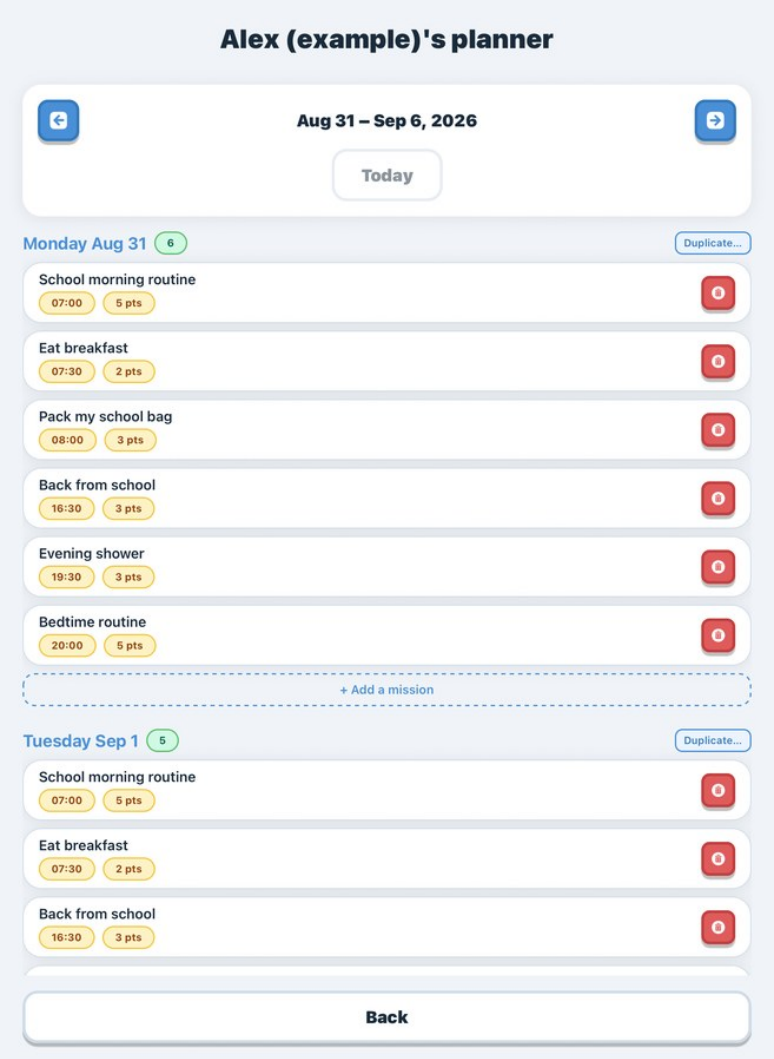
For an autistic child, or a child with executive function difficulties, the perception of duration and of the sequence of events is often altered. Showing the whole run of the day and of the week is a direct support for planning independently.

The planner makes time material. It is not only there to organise, it is there to make time visible and understandable.

Step 1: Reach a child's planner

The planner belongs to one particular child (each child profile has its own). To reach it:

1. From the admin dashboard, tap “Profiles and planner”.
2. Select the avatar of the child at the top of the screen.
3. Tap the “Weekly planner” button.



A child's weekly planner on the admin side, with the Duplicate button

Step 2: Understand the planner screen

The planner screen shows the seven days of the current week, each with an area to add missions and a counter of assigned missions. The arrows at the top move between weeks.

What is on the screen

- A week selector at the top (left and right arrows, and a “Today” button to come back to the current week).
- For each day: the label (Monday, Tuesday, and so on), the number of assigned missions, a “+ Add a mission” button, and a “Duplicate...” button to copy the contents of one day onto another.
- Future and past days are both reachable, so you can prepare several weeks ahead or adjust retroactively.

Step 3: Add a mission to a day

1. Tap “+ Add a mission” under the day concerned.
2. Choose the mission from the list of those you created in part 4.
3. Enter the planned time for that mission (for example 7:30 for “Wake up and good morning”).
4. Confirm. The mission appears in that day, with its time and its pictogram.

> **The “Duplicate...” button**
>
> If your child has a very similar routine from one day to the next, “Duplicate...” will save you a lot of time. Once Monday is set up, you can copy its contents onto Tuesday in a single move, then adjust the differences (adding a specific activity on Wednesday, say).
>
> It works the other way round too: you can prepare a “template week” on one day, then duplicate it onto the others.

Advice for a first planner

Start minimal

Do not try to fill every slot on the first pass. An overloaded planner is often counter-productive: the child no longer knows where to look, and a forgotten mission turns into a sense of failure.

For the first week, aim for 2 to 5 missions a day, on well-identified key moments (morning, midday, evening). You will enrich it as those first missions become established.

Three moments to plan first

If you do not know where to start, these three structuring moments are usually the most useful to plan first:

- Waking up and the morning routine (getting dressed, breakfast, leaving).
- Coming home from school and the homework slot (often a difficult transition).
- Bedtime and the evening routine (washing, pyjamas, reading, bed).

These three moments concentrate most of the difficult transitions and benefit the most from visual structure.

Part 7: Extra activities

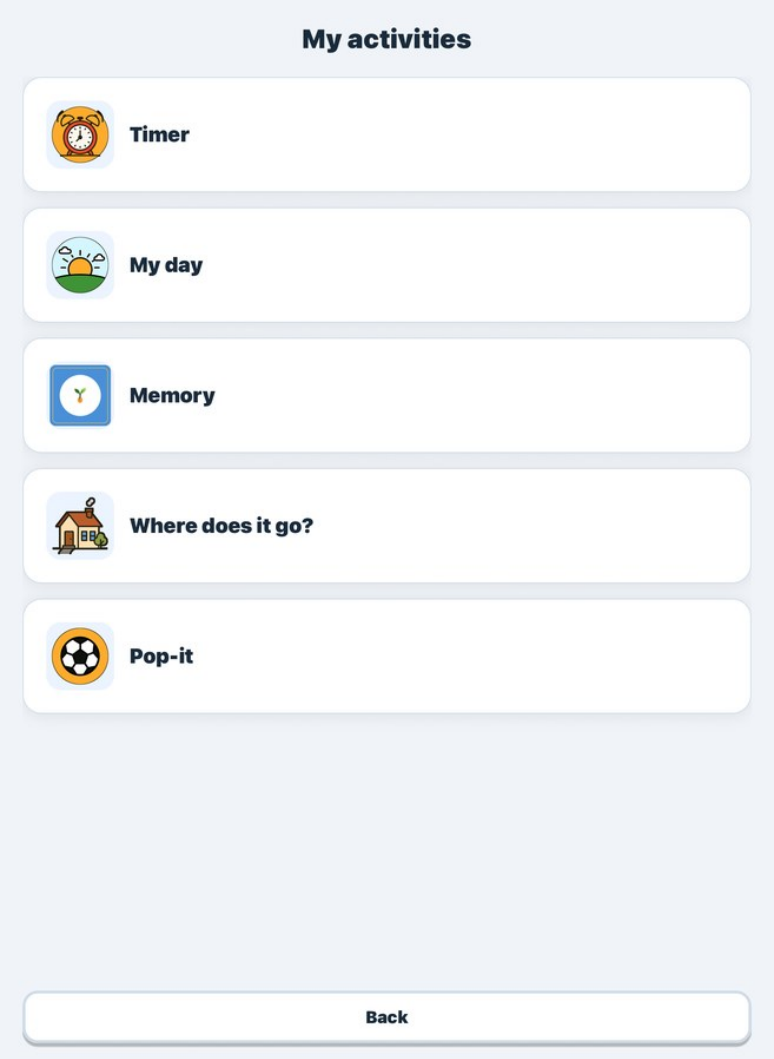
What you are going to do

- Configure the activities that complement the missions: My day, Memory game, and “Where does it go?”.
- Choose which ones the child can see.
- For “Where does it go?”, set up each object and the room it belongs in.

Estimated time: 5 to 30 minutes depending on how far you want to go.

Overview

Beyond missions and the planner, Evotonomia offers extra activities reachable from the child's “My activities” screen. These activities are independent of the points system and the child can use them freely.



“My activities” screen on the child side

The activities available

- **Timer**: a circular visual countdown the child can use freely (learning about duration, transitions). Available by default, nothing to configure.
- **My day**: a hub gathering five short sub-activities: date, season, weather, choice of outfit, mood. It can be switched on or off as a whole, and sub-activity by sub-activity.
- **Memory game**: a classic pairs game with three difficulty levels. It can be switched on as a whole, and level by level.
- **Where does it go?**: a small spatial categorisation game asking the child to put objects in the right room. It is the activity that needs the most setting up.
- **Pop-it**: a sensory decompression zone with no score and nothing at stake.

Reaching the activity settings

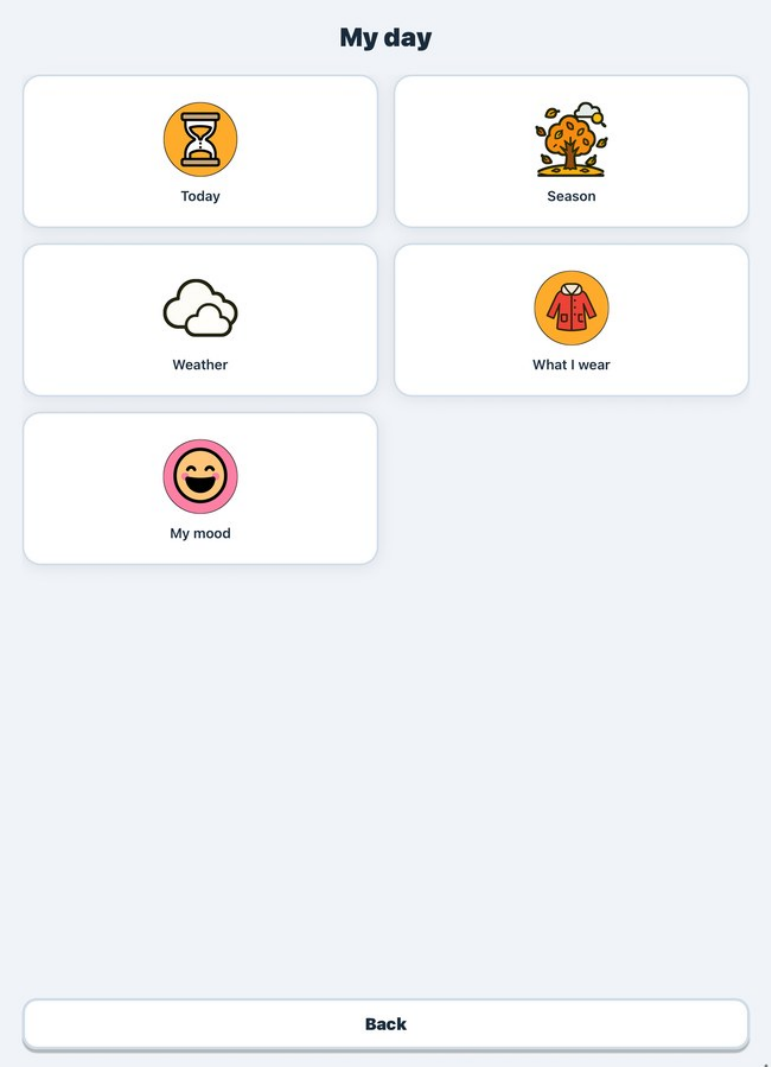
Every extra activity is configured from the same dashboard entry.

1. From the dashboard, tap the “Activities” entry.
2. The list of available activities appears, each with its main switch.
3. Tap an activity to unfold its specific options.

A. My day

“My day” is designed as a structuring morning ritual. Each sub-activity is short (30 seconds to 2 minutes) and works on a specific cue: today's date, the current season, the weather observed, the outfit to choose, the mood felt.

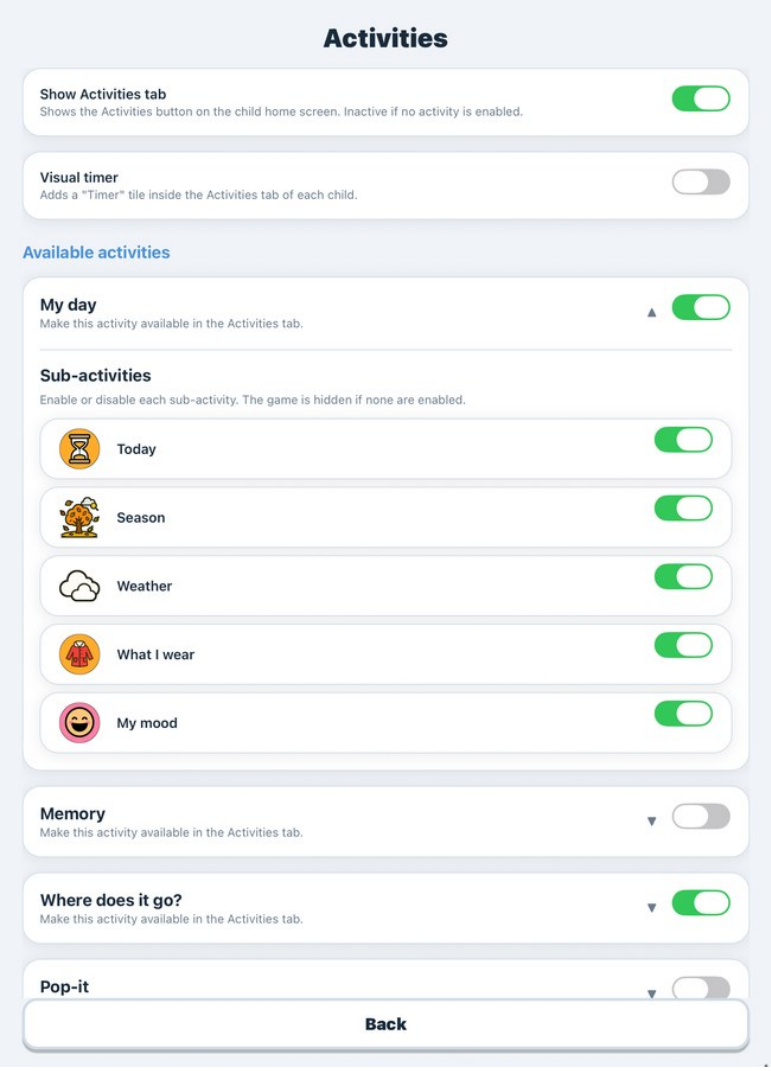
This progressive structuring of the start of the day matches classic work in paediatric occupational therapy and in speech and language therapy, and is particularly useful for children whose relationship to time or to emotional regulation is altered.



“My day” hub on the child side, five clickable sub-activities

Switching My day on or off

1. On the “Activities” screen, find the “My day” area at the top.
2. The main switch turns the whole hub on or off. When off, the “My day” tile disappears from the child's “My activities” screen.
3. When on, the sub-activities appear underneath. You can switch each one on or off independently.



Managing My day and its five sub-activities on the admin side

Choosing which sub-activities to show

Not every sub-activity is relevant for every child. Here is a marker to calibrate your selection:

Sub-activity	Relevant when…
Today (date)	Working on temporal cues, the calendar, the days of the week. Particularly useful at the start of a school day or a session.
The season	Working on long cycles and extended time. Often interesting from nursery age, less so for pre-teens who already have these cues.
The weather	Linking observation of the real world with categorisation. Useful too as a lead-in to the “What I wear” sub-activity.
What I wear	Working on suitable clothing choices and dressing independently. Relevant for children who struggle with those choices.
My mood	Working on identifying and putting words to emotions. Often a useful starting point for autistic children or children with regulation difficulties.

Start minimal

If you hesitate, start by switching on 2 or 3 sub-activities only (Today, The weather and My mood, for instance). Five cards in a row can be heavy for a child who is just starting. You will add more once the ritual is established.

Switching a sub-activity off deletes no data: if you switch it back on, the earlier entries are still there.

B. Memory game

The Memory game is a classic pairs game: the child turns cards over two by two to rebuild identical pairs. It draws on working memory, sustained attention and spatial memory. Three difficulty levels are offered, each switchable independently:

Level	Pairs	Grid	For whom
Beginner	4 pairs	4 × 2	First contact with the game, young children or children with working memory difficulties.
Intermediate	8 pairs	4 × 4	The standard level, within reach of most children after a few sessions.
Hard	12 pairs	6 × 4	For children who have consolidated the intermediate level and want a challenge.

Setting it up

1. On the “Activities” screen, tap the “Memory” area to unfold it.
2. The main switch turns the game on or off (the tile disappears on the child side when off).
3. When on, choose which of the three levels you want to make available. At least one level must be on for the game to appear.

> **Raise the difficulty gradually**
>
> For a child discovering the game, switch on the Beginner level only for the first sessions. That avoids the frustration of failing at Intermediate and guarantees repeated success, a better base for motivation.
>
> Once Beginner is mastered in a few minutes, open up Intermediate. Hard stays a longer-term goal.

C. Where does it go?

“Where does it go?” is the richest extra activity clinically, and the most demanding to set up. The principle is simple: an object appears on screen and the child says which room of the house it belongs in. Validation can accept several answers (a school bag can go in the hallway OR in the bedroom).

Clinically, this small game draws on three abilities at once: categorisation (this object belongs to this kind of room), spatial memory (where exactly in the room?), and cognitive flexibility (an object can have several valid places).

A four-stage setup

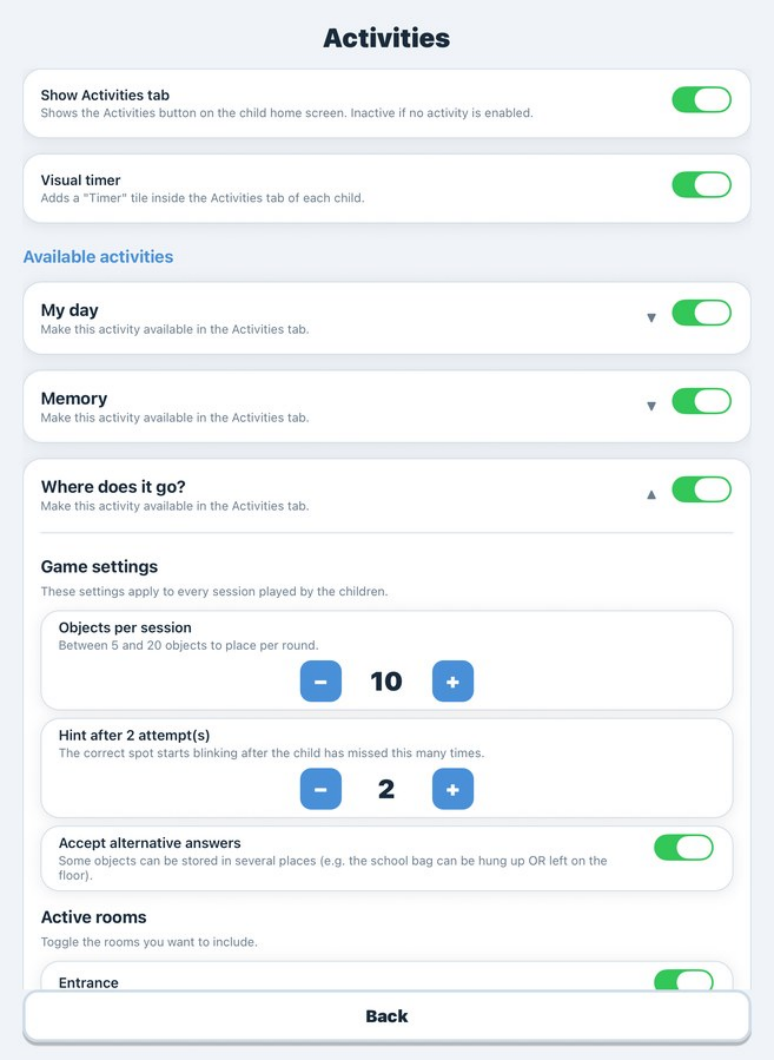
Unlike the other activities, which switch on with a single toggle, “Where does it go?” needs four stages:

- Switch the activity on.
- Set the global parameters of a round (number of objects, hints, tolerance).
- Switch on the rooms that will appear in the game.
- For each object, define its main room and the valid sub-locations.

Allow 15 to 20 minutes for a complete first setup.

Step 1: Switch the activity on

1. On the “Activities” screen, tap the “Where does it go?” area to unfold it.
2. Switch on the main toggle at the top.
3. The global parameters and the list of rooms appear.



Setting up “Where does it go?”, global parameters and active rooms

Step 2: Set the global parameters

Three parameters shape how each round runs:

Parameter	Range	Effect
Objects per session	5 to 20	How many objects the child puts away before the round ends. Start at 5 or 10 for a first session.
Hint after N attempt(s)	1 to 5	After how many mistakes on the same object the right room starts blinking discreetly. The default value of 2 is a good balance: it lets the child try without discouraging them.
Accept alternative answers	On / Off	When on, an object can be put away in several valid rooms (the school bag in the hallway OR in the bedroom). Recommended, to support cognitive flexibility.

Good default values

For a first setup with no precise clinical goal, these values work well:

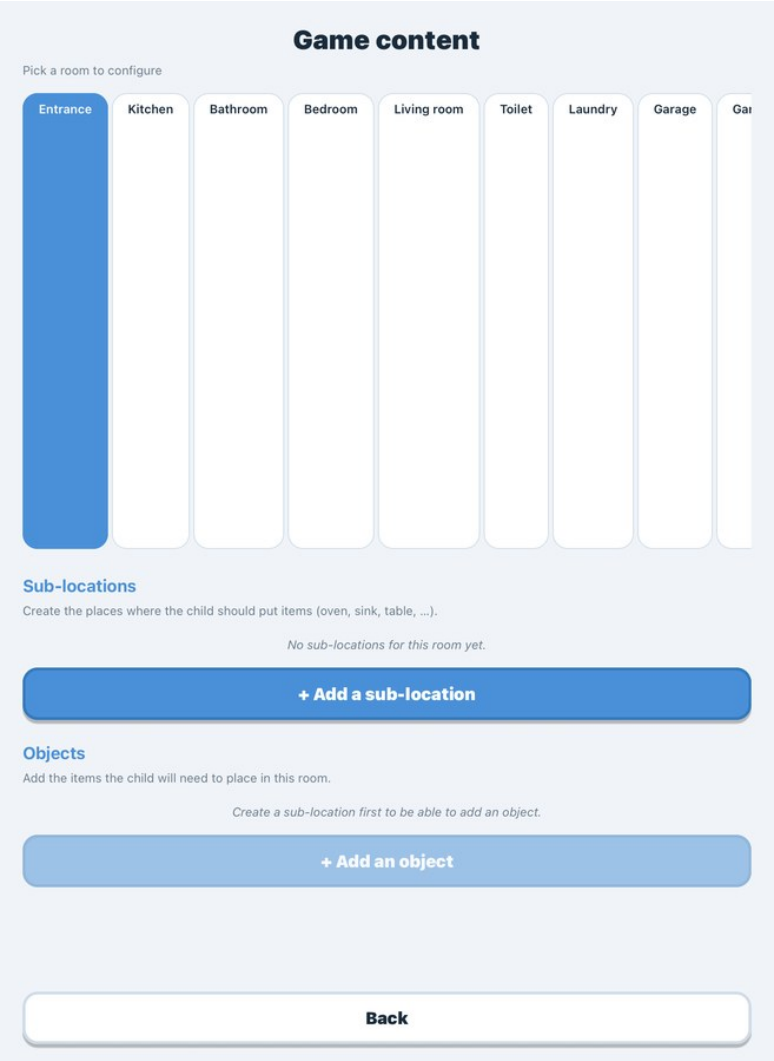
- Objects: 10
- Hint after: 2 attempts
- Alternative answers: on

You will adjust after a few sessions by watching whether the child finishes too quickly (raise it to 15 or 20) or gets stuck often (lower it to 5 or 7).

Step 3: Switch the rooms on

This list of rooms belongs to “Where does it go?” and is independent of the rooms of the main game (part 3 of this guide). A room switched on here can serve as a right answer for putting an object away.

1. Scroll through the list of rooms under the global parameters.
2. Flip the switch of each room you want in the game (hallway, kitchen, bathroom, bedroom, living room, toilet, laundry, garage, garden).
3. At least one room must be on, otherwise the activity stays hidden on the child side.



Game content: the rooms and the objects to configure

Step 4: Configure the objects

Once the global parameters and the rooms are set, the object library remains. For each object you fill in:

- The name of the object (shoes, toothbrush, school bag, and so on).
- A pictogram from the AAC library.
- **The main room**, the primary right answer (for shoes, the hallway).
- **The sub-location** (optional), a precise place within the room (on the coat rack, in the wardrobe).
- **Alternative answers** (optional), other rooms where the object can also go (for the school bag: hallway OR bedroom).

1. Tap “Configure objects and locations” at the bottom of the screen.
2. The list of objects currently configured appears, organised by room.
3. Tap “+ Add an object” to create one, or tap an existing object to edit it.
4. Fill in the fields and save.

> **One object per room, or several?**
>
> The app lets you create the same object (a school bag, say) in several rooms, or create it once with alternative answers. The choice depends on your goal:
>
> - To train flexibility (“the school bag can go in 2 valid places”), create the object once with alternative answers. That is the right approach most of the time.
> - To train contextual discrimination (“the school bag goes in the bedroom, the swimming bag goes in the hallway”), create two distinct objects.

Which objects to set up first

The object library can grow indefinitely, but a round only draws a small number of objects from what is available. To start, aim for 15 to 25 objects spread across the active rooms. That gives enough variety without asking for excessive setup work.

Room	Typical objects
Entrance / Hallway	Shoes, coat, umbrella, school bag, keys.
Kitchen	Plate, glass, saucepan, fruit, fridge.
Bathroom	Toothbrush, towel, soap, comb, toothpaste.
Bedroom	Soft toy, book, pyjamas, bed, alarm clock.
Living room	Remote control, cushion, book, blanket, toy.

Match the child's real home

“Where does it go?” is most useful clinically when the objects are the ones the child actually handles. If the child's soft toy is called Pablo and it sleeps on the sofa in the living room, set up “Pablo” with the living room as the right answer rather than a generic soft toy in the bedroom.

Ask the child themselves which objects are familiar: they will give you the most relevant list.

D. Pop-it, a decompression zone

The “My activities” screen offers a fifth tile: Pop-it. This activity has no teaching purpose in the sense the other games do. It is deliberately a decompression zone, meant to give the child a short moment of sensory self-regulation, with nothing at stake, no score and no validation.

It reproduces the sensory toy of the same name: a grid of bubbles the child can pop one after another, with a discreet sound and haptic response. Repeating the gesture draws on fine attention without cognitive load, which can help calm a rising agitation, fill a wait, or bridge two demanding activities.

When is this activity useful?

Pop-it does not replace the other self-regulation tools, it is a discreet extra for the moments when the child needs to come down in cognitive load. Three typical uses:

- **Before a demanding mission**: a few minutes of Pop-it work as an entry ritual for children who find it hard to settle.
- **Between two frustrating steps**: after a mistake in “Where does it go?”, say, rather than starting again straight away.
- **In a waiting room or in transport**: as a digital stand-in for a physical sensory object left at home.

Setting it up

Like the other extra activities, Pop-it is switched on or off globally from the admin dashboard, under Activities. No fine tuning is needed: the game works the same way for every profile, with no level and no score.

> **On or off, depending on the profile**
>
> For children who over-invest in screens, or for whom an object with no learning goal risks becoming an escape, you can perfectly well leave Pop-it switched off: the tile then disappears from “My activities” without disturbing anything else.
>
> Conversely, for a child who is asking for self-soothing and struggles to put it into words, switching it on offers a legitimate entry point to that skill, and one the adult can observe.

Part 8: Verify and back up

What you are going to do

- Switch to child mode to check that the setup holds together.
- Export a JSON backup of your whole configuration.

Estimated time: 5 to 10 minutes.

Why this step matters

You have just configured a great many things: the profile, the rooms, the missions and their steps, points and rewards, the planner, the extra activities. It is very easy to have missed a detail (a mission assigned to a room that is switched off, a missing pictogram, a mistyped time).

The best way to check the whole thing is not to reread your settings on the admin side. It is to switch to child mode and look at what the child actually sees. Many small inconsistencies only show up then.

Once the check is done, exporting a JSON backup protects you against data loss: a change of device, an update that goes wrong, an accidental deletion. It is a small gesture that saves you from configuring everything again.

A. Check in child mode

1. From the admin dashboard, tap “Sign out” at the bottom of the screen (the red button).
2. You are back on the home screen with the list of profiles.
3. Tap the profile of the child you have just set up.
4. You are now in child mode. Explore the app the way the child would.

Checklist on the child side

Go through these points in order. If you find a problem, note it, then go back to admin mode to fix it.

- The child's avatar and name show correctly.
- The “My planner” button leads to the weekly planner (if you set one up).
- The “Explore the building” button only offers buildings with at least one room switched on.
- In each building, only the rooms you switched on appear.
- In each room, the missions you created are visible with their pictogram.
- A mission you start shows its steps in the expected order (or in free order, as you chose).
- The timers start when they are configured.
- The shop is visible (if rewards are on) with the rewards you created and their costs.
- The “My activities” screen shows the timer and the other activities you configured.
- If My day is on, the sub-activities you selected are all there.

B. Run a full test of one mission

Beyond the visual walk-through, take 2 minutes to run one mission from start to finish, the way the child would:

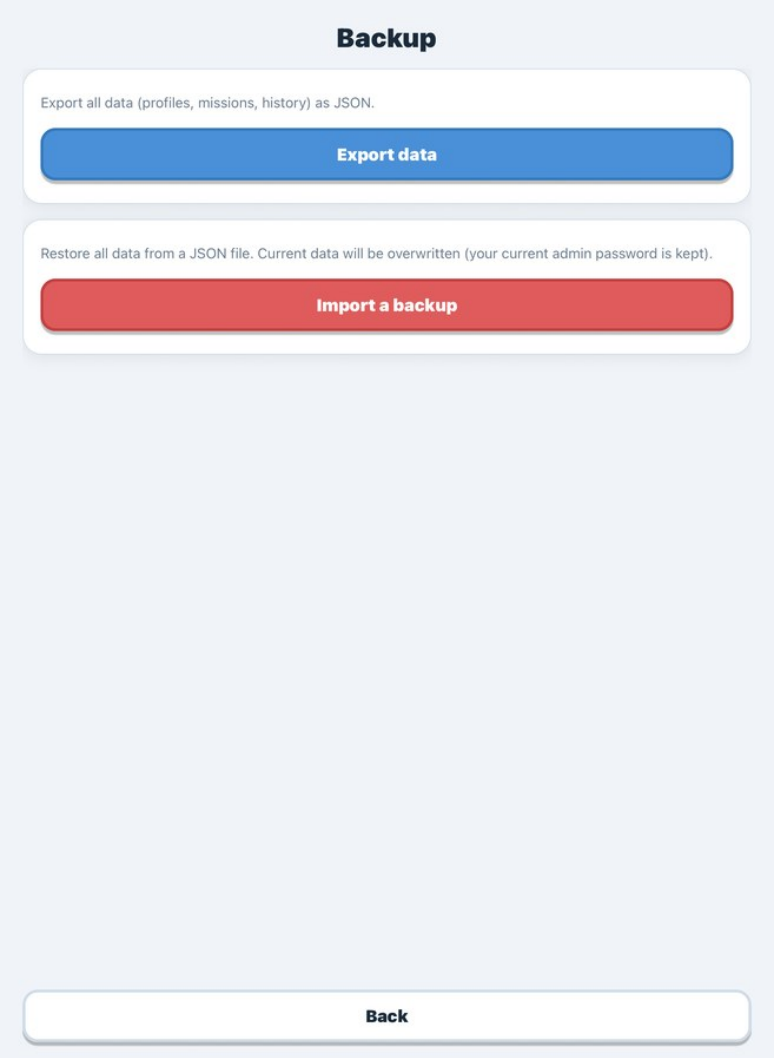
1. Choose a simple mission (3 or 4 steps).
2. Tap each step to validate it, in the expected order.
3. Check that the progress bar moves correctly.
4. On the last step, check that the mission is marked as complete and that the points have been credited (if the system is on).

> **If you spot something wrong**
>
> Note the exact problem (mission, step, screen), go back to admin mode (padlock and password), and fix the cause from the right management screen. The most common cases:
>
> - A mission does not appear: check that the room containing it is switched on (Dashboard > Rooms).
> - A pictogram is missing: reopen the mission and choose one.
> - A reward does not appear in the shop: check that rewards are switched on for this child (Dashboard > Profiles and planner > “Rewards enabled”).
> - The planner is empty although you set it up: check that you were on the right child's profile while configuring it.

C. Export a JSON backup

Exporting is a one-tap operation that produces a JSON file containing your entire configuration: child profiles, missions and steps, rewards, planners, follow-up notes, configured activities, settings.

1. From the admin dashboard, tap the “Backup” entry.
2. Tap the blue “Export data” button.
3. The operating system offers a place to save or share the file (email, drive, local files, and so on). Choose whichever suits your habits.



“Backup” screen, the export and import buttons

How often should you back up?

- **After the initial setup**: essential. You have invested 30 to 60 minutes, do not risk having to do it again.
- **After every significant change** (a new mission, a new reward, an adjustment to the planner): recommended.
- **Monthly**: a good habit even without a major change, to archive the follow-up notes.
- **Before changing device or reinstalling**: compulsory.

Where to store the backups

The JSON file is small (a few tens to a few hundred kilobytes). You can store it anywhere: an email to yourself, a personal drive, a folder on your computer.

In a professional setting, follow your organisation's data protection policy: the file holds information about a child you support, even though it is local and can be anonymised.

D. Import a backup

Importing is for two main situations: changing device (moving the configuration to a new one), or recovering after a mistake (going back to an earlier configuration).

1. From the admin dashboard, tap “Backup”.
2. Tap the red “Import a backup” button.
3. Select the JSON file on your device.
4. Confirm. All current data will be replaced by the contents of the imported file.

> **Careful: importing overwrites everything**
>
> Importing fully replaces the current configuration of the app: profiles, missions, points earned, notes, everything. Anything not in the imported file will be lost.
>
> Before an import, always export the current configuration first. That gives you a way back if something goes wrong.
>
> One piece of good news: your current admin password is kept and is not overwritten by the import.

You are ready

You have now completed the full configuration of Evotonomia for one child. At this point you have:

- An admin password, set and written down safely.
- At least one child profile created, with its avatar.
- A context of use that fits (buildings and rooms aligned with the child's real life).
- Missions configured with their steps, their Fitzgerald pictograms and their options.
- Possibly a points system and a reward shop.
- A weekly planner in place.
- The extra activities switched on and configured as needed.
- A JSON backup exported and stored safely.

What comes next?

The configuration is not fixed. As you use the app with the child, you will find yourself:

- Adjusting how finely a mission is broken down (adding or grouping steps according to what the child has mastered).
- Adding new missions or removing the ones that are not serving a purpose.
- Recalibrating reward costs if the child reaches them too quickly or too slowly.
- Enriching the object library of “Where does it go?” as the child progresses.
- Adjusting the planner to changes of rhythm (holidays, exam periods, coming back from a clinical session).

All of these adjustments happen on the same screens you have just discovered. This guide stays valid as a reference, so do come back to it.

Going further

- **The professional presentation document**, to understand the theoretical grounding (task analysis, the Fitzgerald code, the TEACCH programme) and its bibliographic references. Particularly useful for professionals who want to fit the app into a documented clinical approach.
- **Website**: evotonomia.be
- **Privacy policy**: evotonomia.be/en/privacy-app

> **Your feedback is welcome**
>
> If anything in the app or in this guide struck you as confusing, badly thought out or improvable, I am very interested to hear it. Evotonomia is built in contact with the adults who use it: parents, professionals, teachers. Your remarks feed what comes next.
>
> Write to me at pierre.guillaume@evotonomia.be.

Pierre Guillaume