

## Guide to Using the Administration Application (Admin App)

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### General Description of the Admin App

The Admin App is an online resource for completing a full R-PAS administration. The assessor gains many benefits with the app over traditional administration by laptop or pen and paper. For instance, as the assessor, you can:

- Type responses or use speech-to-text transcription.
- Follow sequential context-sensitive instructions.
- Access guidelines, support tools, and resources.
- Code response behaviors (i.e., card rotations, Orientation, Prompts, and Pulls), mark locations, and make other relevant notes as the administration progresses.
- Save the administration after it is completed and return to it at a convenient time later.
- Review responses, make corrections and edits, and organize the protocol in the app after the administration.
- Transfer all obtained protocol data (i.e., R per card, Or, Response and Clarification Phase transcription, notes, R-Optimized codes, and any location annotations) to your R-PAS account, where it appears ready for coding in the coding interface for that protocol.

There are four main ways to use the app depending on your setting or mode of interacting with the respondent (together in-person vs. remote by video conference) and the type of inkblot stimuli used (cardstock vs. digital images). Figure 1 illustrates these options.

**Figure 1**

*Ways of using the Admin App*

|         |                      | Stimuli                                      |  |
|---------|----------------------|--|--|
|         |                      | Cardstock                                    | Digital  |
| Setting | Together in-person   | A – Traditional in-person with cards in-hand | B – In-person with digital images (Now, only for research) |
|         | Remote by video link | C – Remote with cards in-hand                | D – Remote with digital images (Now, only for research)    |

The traditional mode of administration is when the respondent is holding the inkblot cards in-hand and they are sitting side by side with the assessor (Cell A). However, since the onset of Covid-19, with some extra effort and adaptability, respondents can have the inkblot cards in-hand while interacting with the assessor via video conference (Cell C). To implement this option, assessors have to follow [the R-PAS guidelines for remote administration](#) using the Direct Assessment of the Client method. At present, however, the Admin App has not been tailored for use in that context.

Digital inkblots are new. Hogrefe, the longstanding publisher of the inkblots, developed the digital equivalents in partnership with R-PAS and several groups of R-PAS researchers are currently studying the digital inkblots to see if they produce the same results as with the original cardstock versions. Until that research is complete, the digital inkblots are only available for research purposes. However, when using those stimuli, the administration also can either take place in-person with the respondent and assessor sitting next to each other (Cell B) or, more commonly, via a video conference link (Cell D).

Eventually, the assessor will select from these four options by choosing to use the app, *specifying the setting* as in-person or remote, and *specifying the stimuli* as cardstock or digital inkblot images. However, for now, the version available to all R-PAS assessors is the one developed for the traditional administration of Cell A, where you and the respondent are together in the same work area using the printed inkblots.

## Required Electronic Devices or Services for the Assessor (and the Respondent if Remote)

- A laptop or desktop computer with keyboard and a screen of at least 13 inches.
  - For in-person with cards, you might be able to use a large tablet with keyboard.
  - For remote administration, we recommend using two monitors, one for the App and one for the videoconference.
  - For in-person with digital images, we recommend providing the images to the respondent on a sufficiently large tablet with the screen locked to allow for card rotation.
- Browser using the latest version of Safari, Firefox, Edge, or Chrome.
- Reliable high-speed internet.
- Speech-to-text is optional, not required. If you are using it, the following apply.
  - For in-person assessment, you must have a built-in or connected microphone capable of hearing you and the client simultaneously. Ensure your browser has permission to use the microphone. The App cannot differentiate speakers when using a single microphone and thus will not differentially label you and the respondent.
    - [Test transcription on your device from where each of you will sit.](#)
  - For remote assessment, both you and the client should have headsets or ear buds providing speakers and microphones. Ensure that your browser and the respondent's browser each have permission to use the microphone. With this configuration, the App will differentially label text from you (A:) and the respondent (R:). When each of you have a headset, it ensures that you are audible to each other only in the earpieces. If this is not possible, by default the transcription duplicates itself because the app will transcribe the speech from each of you – once from your microphone and once from their microphone. To counter this, we recommend muting the microphone on your device. Because you speak less than the respondent, doing so minimizes the duplicate text you will have to delete when cleaning up the record.
    - [Test transcription on your device.](#)
    - [Provide this link to the respondent to test transcription on their device.](#)

## Set up the Meeting and Workspace

- Schedule a date and time for the session, encompassing 60 to 90 minutes for administration.
- Ensure the workspace for the administration is like what you use for a regular administration without the App:
  - A quiet area with no notable visual or auditory distractions.
    - For remote, ensure the respondent has the same kind of private work area.
  - When using the traditional cardstock in-person:
    - Place the cards so they are in easy reach for you but not the respondent.
    - Have the cards ready to use (i.e., clean, in order, ink side down, back of Card I on top).

## Establish Connection with the Admin App

- Login to your R-PAS account.
- Ensure you have Admin App allocations by clicking the briefcase icon in the upper right and obtain them if you do not.
- Get access to the Admin App through **Start a Protocol** by selecting **Use an Administration App allocation for this protocol (you can also do this later)**.
- Fill in relevant case information and select **Start Protocol** to go to the Admin App.
- You may need to Choose the Type of Stimuli (i.e., Inkblots In-Hand).

## Once at the Admin App

The App will guide you through the administration steps, which encompass Setup, Pre-Administration, Response Phase, Clarification Phase, Post-Administration, and Complete where you can review and

correct the documentation before completing the administration. What follows are screenshots illustrating each of these stages and then a brief description of them. Alternatively, you can [view a video illustrating all of these steps](#).

## Setup

> Setup Pre-Administration Response Clarification Post-Administration Complete

|                    |                    |                      |          |
|--------------------|--------------------|----------------------|----------|
| <b>Date Tested</b> | 12/21/2022 9:08 PM | <b>Protocol Type</b> | Clinical |
| <b>Name</b>        | Admin Demo         | <b>Age</b>           | 28Y, 0M  |
| <b>Gender</b>      | Male               | <b>Education</b>     | 21       |

Speech Transcription Settings

Enable speech transcription

Speech Service Language

English (United States) ▾

Assessor Speech Service Region (closer to you is typically faster)

United States (Central) ▾

Continue

## Pre-Administration

Setup > Pre-Administration Response Clarification Post-Administration Complete

|                    |                    |                      |          |
|--------------------|--------------------|----------------------|----------|
| <b>Date Tested</b> | 12/21/2022 9:08 PM | <b>Protocol Type</b> | Clinical |
| <b>Name</b>        | Admin Demo         | <b>Age</b>           | 28Y, 0M  |
| <b>Gender</b>      | Male               | <b>Education</b>     | 21       |

### Pre-Administration Guidelines

#### Establish Rapport and Explain the Assessment Process

- At outset ask informal and neutral questions (e.g., *"What has it been like for you here?"*, *"How have things gone for you today?"*, *"Is there anything you want to tell me or ask me before we get started?"*).
  - Demonstrate curiosity and sincere interest.
  - Communicate respect and concern for the person.
- Provide general information about the assessment.
  - Orient the respondent to the purposes of the testing and the overall procedures.
  - Explain who will receive the results and in what form you will provide them.
  - As applicable, obtain verbal informed consent.
- Establish a positive working alliance before beginning the Rorschach

Continue

## Response – Tab 1

Setup Pre-Administration > **Response** Clarification Post-Administration Complete

|                    |                    |                      |          |
|--------------------|--------------------|----------------------|----------|
| <b>Date Tested</b> | 12/21/2022 9:08 PM | <b>Protocol Type</b> | Clinical |
| <b>Name</b>        | Admin Demo         | <b>Age</b>           | 28Y, 0M  |
| <b>Gender</b>      | Male               | <b>Education</b>     | 21       |

1 2 3

### Introduce the Task

*"We're ready for the inkblot [task / test / activity] now. Have you heard of it, seen it, or done it before?"*

**If "No":** *"I will show you some inkblots. Just tell me what they look like to you."*

**If "Yes":** Briefly discuss their experiences and then establish the correct set by saying: *"As you know they are inkblots. Just tell me what they look like to you."*

< Previous Next >

## Response – Tab 2

Setup Pre-Administration > **Response** Clarification Post-Administration Complete

|                    |                    |                      |          |
|--------------------|--------------------|----------------------|----------|
| <b>Date Tested</b> | 12/21/2022 9:08 PM | <b>Protocol Type</b> | Clinical |
| <b>Name</b>        | Admin Demo         | <b>Age</b>           | 28Y, 0M  |
| <b>Gender</b>      | Male               | <b>Education</b>     | 21       |

1 2 3

### Coordinate Seating

- To ensure you are not in the respondent's direct line of sight and thus do not provide subtle response cues, say something like: *"For this, we need to sit side-by-side, so that I can see the cards as you hold them."*
  - If relevant, briefly attend to cultural considerations that may relate to side-by-side seating.
- Arrange the seating so the respondent is not directly looking at your screen containing the record. Do not try to hide it and show it to the respondent if asked, but do not distract them with it or invite them to review it.
- Arrange seating so your materials are off to the side opposite the respondent (with cards handy, arranged upside down and in order – I to X). Thus, if you are right-handed, you should have the respondent sit to your left and vice versa if you are left-handed.

< Previous Next >

## Response – Tab 3

Setup Pre-Administration > **Response** Clarification Post-Administration Complete

|                    |                    |                      |          |
|--------------------|--------------------|----------------------|----------|
| <b>Date Tested</b> | 12/21/2022 9:08 PM | <b>Protocol Type</b> | Clinical |
| <b>Name</b>        | Admin Demo         | <b>Age</b>           | 28Y, 0M  |
| <b>Gender</b>      | Male               | <b>Education</b>     | 21       |

1 2 3

### Begin Transcription

You have requested audio transcription for this assessment. To begin transcription, click the button below.

[Begin Transcription](#)

< Previous Next >

# Response – For R1

|             |                    |               |          |
|-------------|--------------------|---------------|----------|
| Date Tested | 12/21/2022 9:08 PM | Protocol Type | Clinical |
| Name        | Admin Demo         | Age           | 28Y, 0M  |
| Gender      | Male               | Education     | 21       |

### The Task - Managing the RP

**Documentation:** Keep the respondent focused on the task and document all their verbalizations and behaviors, as well as your own. Consider highlighting keywords or phrases for later clarification (e.g., with \*).

**Final Orientation:** Note the final card orientation for the response in the Or column, so you can provide the card in the correct orientation during the RP.

**Speech-to-text:** If using, pause and start as needed, edit the text, correct typos, and document behaviors. Ideally, assessors should pause to review each RP and edit as needed before moving to the next.

**Prompt:** If the respondent only gives 1 response to a card, encourage another. At least the first time this happens, give a reminder about wanting 2 or 3 responses to each card. Politely but firmly insist on at least 1 response to every card. Accept just 1 response if the respondent says they do not see anything else.

**Pull:** If the respondent gives 4 responses, ask for the card back and remind them to give 2 or 3 responses to each card. Provide the reminder even if they spontaneously hand the card back to you.

Pause Transcription

### RP Task Instructions

"Okay, we are ready to start. I will hand each inkblot to you one at a time. I want you to answer the question 'What might this be?' Do you have any questions?" [For the final question, you may substitute an equivalent alternative, such as "Do you understand?" or "Is that clear?"]

If "Yes": Respond to specific questions before Initiating the RP with R-Optimized instructions.

If "No": Initiate the RP with R-Optimized instructions.

### Initiate the RP with R-Optimized Instructions

"Good, let's get started. For each card, try to tell me two ... [with pause] or maybe three different things. So try to see two or maybe three different things."

Then hand Card 1 in the upright orientation to the respondent and say only, "What might this be?" [For young children, hold up two or three fingers each time you say the number.]

▶ Jump To Response

Microphone icon in a green bar

Pause Transcription

If the respondent gives just one response, prompt for another (but do not insist on it).

R # for Card = 1

| Cd | R | Or | Response | R-O |
|----|---|----|----------|-----|
|----|---|----|----------|-----|

|   |   |  |   |                     |
|---|---|--|---|---------------------|
| 1 | @ |  | <p>OK, so.</p> <p>&gt; It looks like a butterfly.</p> <p>&lt; And can I turn the card? (Yeah, it's up to you.)</p> <p>v</p> | <p>Pr</p> <p>Pu</p> |
|---|---|--|---|---------------------|

Auto Scroll

Notes

Notes input field

Previous

Next R for Card

Insert R

Delete R

Next Card

# Response – For R2 and Higher

|             |                    |               |          |
|-------------|--------------------|---------------|----------|
| Date Tested | 12/21/2022 9:08 PM | Protocol Type | Clinical |
| Name        | Admin Demo         | Age           | 28Y, 0M  |
| Gender      | Male               | Education     | 21       |

Show RP Instructions

Jump To Response



Pause Transcription

R # for Card = 2

Cd R Or Response R.O

|   |   |   |  |          |
|---|---|---|--|----------|
| 1 | 2 | @ | OK. And In this way > v > it looks like an elephant.<br>Like that Dumbo character from the Disney movie. | Pr<br>Pu |
|---|---|---|--|----------|

Auto Scroll

Notes

Previous Next R for Card Insert R Delete R Next Card

## Clarification – For R1 (Upper Half)

Setup Pre-Administration Response > Clarification Post-Administration Complete

|             |                    |               |          |
|-------------|--------------------|---------------|----------|
| Date Tested | 12/21/2022 9:08 PM | Protocol Type | Clinical |
| Name        | Admin Demo         | Age           | 28Y, 0M  |
| Gender      | Male               | Education     | 21       |

### Managing the CP

#### The Goal

The goal of the CP is to resolve coding uncertainties. For each response, you need to know what it is (Content), where it is (Location), and the inkblot features that make it look the way it does (Determinants). Most often, you will be clarifying suggested but still uncertain use of the color, achromatic color, shading, or dimensionality determinants. Rarely, you may need to clarify use of white space (SR, SI), Object Qualities (Sy, Vg, 2), and Cognitive or Thematic Codes.

#### The Tasks

**Step 1 (ARR):** Read back the RP communication (ARR) and record their reply verbatim. Use the Or Column to orient the card properly for each response.

**Step 2 (Key CP Decision):** Your key choice point comes now, after you transcribed the respondent following ARR. So, pause, review the RP and CP documentation, and determine if you need to ask a follow-up question to address a remaining coding uncertainty. If so, provide a query to target that specific uncertainty and record the reply verbatim. Repeat if necessary.

**Step 3 (Location Documentation):** Once you have fully clarified the response and documented behaviors, make notes on the location image if needed and as needed. Click Annotate Location → Edit Annotation to draw, type, and add tags to the card image.

### Clarifying Determinants

Under just these four conditions, ask a question using visual language:

1. The response does not yet have a determinant,
2. There is an unresolved key word or phrase,
3. Prototypic imagery is aligned with relevant inkblot features but is not accompanied by determinant-relevant communication (i.e., the determinant convergence principle does not apply), or
4. An object in a multi-object response does not yet have a determinant associated with it but has features that align with the blot area to suggest a particular determinant is likely.

Begin Transcription

## Clarification – For R1 (Lower Half)

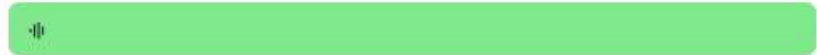
### CP Task Instructions

"Now we'll do the last step. I will hand you each card. Then I'll read back what you said. I want you to help me see the things you saw. Make sure you show me where you were looking. Also tell me what you see there [pointing to the inkblot on Card I] that made it look like that to you. Help me to see it too. Do you have any questions?" [For the final question, you may substitute an equivalent alternative, such as "Do you understand?" or "Is that clear?"]"

**If Questions:** Respond to specific questions until there are no more.

**If No Questions, Initiate the CP:** Hand the respondent Card I in the orientation for that response and read the RP communication (i.e., Assessor Reads Response, ARR).

- ▶ Location Chart
  - ▶ Jump To Response
  - ▶ Suggested Clarification Questions and Probes
  - ▶ Questions or Requests Assessors Always Should Avoid
- ▶ Frequency of Clarification by Type of Code
  - ▶ Clarifying By Code Help
  - ▶ Examples of Key Words that Often Require Clarification
  - ▶ Examples of Objects with Prototypical Imagery



Pause Transcription

For each response, you need to know: Content, Location, Determinant.  
 Clarification is most often needed to affirm use of Color (FC, CF, C),  
 Achromatic Color (C'), Shading (Y, T, V) or Dimensionality (V, FD)

R # for Card = 1

| Cd | R | Or | Response   | Clarification   | R-O      |
|----|---|----|--|---|----------|
| I  | 1 | @  | OK, so,<br>> It looks like a butterfly.<br>< And can I turn the card? (Yeah, it's up to you.)<br>v | (ARR)<br>The whole thing, wings on the sides, tail at the bottom, and little antennae at the top. | Pr<br>Pu |

Auto Scroll

Notes

- [Previous](#)
- [Insert Response](#)
- [Delete Response](#)
- [Next R](#)



[Edit Annotation](#)

## Clarification – For R2 and Higher

|                    |                    |                      |          |
|--------------------|--------------------|----------------------|----------|
| <b>Date Tested</b> | 12/21/2022 8:08 PM | <b>Protocol Type</b> | Clinical |
| <b>Name</b>        | Admin Demo         | <b>Age</b>           | 28Y, 0M  |
| <b>Gender</b>      | Male               | <b>Education</b>     | 21       |

- ▶ Location Chart
  - ▶ Jump To Response
  - ▶ Managing the CP
  - ▶ Clarifying Determinants
  - ▶ CP Task Instructions
- ▶ Suggested Clarification Questions and Probes
  - ▶ Questions or Requests Assessors Always Should Avoid
  - ▶ Frequency of Clarification by Type of Code
  - ▶ Clarifying By Code Help
  - ▶ Examples of Key Words that Often Require Clarification
  - ▶ Examples of Objects with Prototypical Imagery

Pause Transcription

For each response, you need to know: Content, Location, Determinant.  
 Clarification is most often needed to affirm use of Color (FC, CF, C),  
 Achromatic Color (C), Shading (Y, T, V) or Dimensionality (V, FD)

R # for Card = 2

| Cd | R | Or | Response  | Clarification  | R-O              |
|----|---|----|---|--|------------------|
| 1  | 2 | @  | <div style="border: 1px solid #ccc; padding: 5px; min-height: 150px;"> <p>OK. And In this way &gt; v &gt; it looks like an elephant.<br/>                     Like that Dumbo character from the Disney movie.</p> </div> | <div style="border: 1px solid #ccc; padding: 5px; min-height: 150px;"> <p>(ARR)<br/>                     Yes, the big ears, snout pointed up, legs, and the tail back here.</p> </div> | <p>Pr<br/>Pu</p> |

Auto Scroll

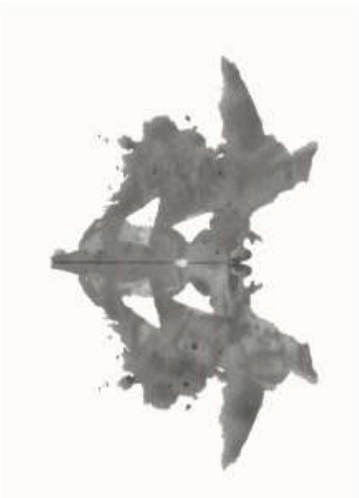
Notes

Previous

Insert Response

Delete Response

Next R



# Post-Administration – Showing Both Card Locations and the Jump to Response Interface

|             |                    |               |          |
|-------------|--------------------|---------------|----------|
| Date Tested | 12/21/2022 9:08 PM | Protocol Type | Clinical |
| Name        | Admin Demo         | Age           | 28Y, OM  |
| Gender      | Male               | Education     | 21       |

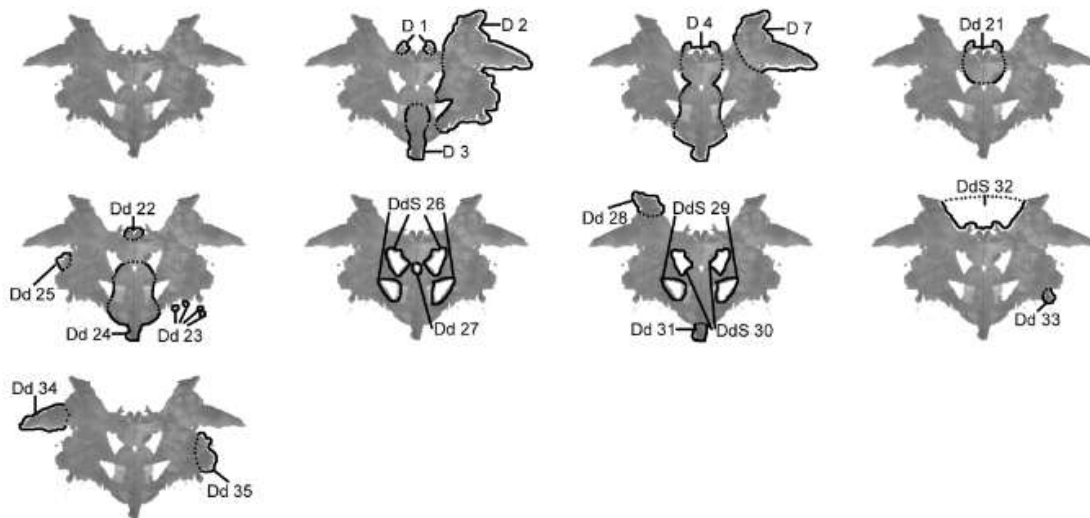
### Post-Administration

Please review the responses and clarifications of the administration before completing it.

▼ Jump To Response

|    |    |     |    |      |    |    |    |    |    |
|----|----|-----|----|------|----|----|----|----|----|
| I  |    | II  |    | III  |    | IV |    | V  |    |
| 1  | 2  | 3   | 4  | 5    | 6  | 7  | 8  | 9  | 10 |
| VI |    | VII |    | VIII |    | IX |    | X  |    |
| 11 | 12 | 13  | 14 | 15   | 16 | 17 | 18 | 19 | 20 |

▼ Show Locations



Please verify the content of all responses before completing the administration.

R # for Card = 1

| Cd | R | Or | Response  | Clarification  | R-O                 |
|----|---|----|---|--|---------------------|
| I  | 1 | @  | <p>OK, so.</p> <p>&gt; It looks like a butterfly.</p> <p>&lt; And can I turn the card? (Yeah, it's up to you.)</p> <p>v</p> | <p>(ARR)</p> <p>The whole thing, wings on the sides, tail at the bottom, and little antennae at the top.</p> | <p>Pr</p> <p>Pu</p> |

Auto Scroll

Notes

## Post-Administration – Final R Showing the Option to Complete Administration

Setup Pre-Administration Response Clarification > **Post-Administration** Complete

|                    |                    |                      |          |
|--------------------|--------------------|----------------------|----------|
| <b>Date Tested</b> | 12/21/2022 9:08 PM | <b>Protocol Type</b> | Clinical |
| <b>Name</b>        | Admin Demo         | <b>Age</b>           | 28Y, 0M  |
| <b>Gender</b>      | Male               | <b>Education</b>     | 21       |

- ▶ Jump To Response
- ▶ Show Locations

Please verify the content of all responses before completing the administration.

R # for Card = 2

| Cd | R  | Or | Response  | Clarification  | R-O      |
|----|----|----|---|--|----------|
| X  | 20 | @  | Up here it looks like a couple of green rabbits, even though rabbits aren't really green. | (ARR)<br>Yeah, one on each side. It looks like they are jumping. Here's the ears and the front paws right there. | Pr<br>Pu |

Auto Scroll

Notes

Previous

Insert Response

Delete Response

Complete Administration



Edit Annotation

## Complete

Setup Pre-Administration Response Clarification Post-Administration > Complete

|                    |                    |                      |          |
|--------------------|--------------------|----------------------|----------|
| <b>Date Tested</b> | 12/21/2022 9:08 PM | <b>Protocol Type</b> | Clinical |
| <b>Name</b>        | Admin Demo         | <b>Age</b>           | 28Y, 0M  |
| <b>Gender</b>      | Male               | <b>Education</b>     | 21       |

This administration is complete.

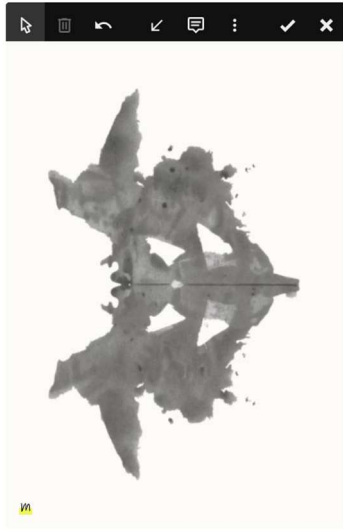
[Click here to code it on r-pas.org.](#)

As is evident from the previous images, during the Administration, you have the following options:









- The Setup step allows you to document the protocol by typing or enable the speech-to-text transcription.
- If using speech-to-text, you will:
  - Choose the language of administration.
  - If using Digital Inkblots, choose to record using both your microphone and the respondent's microphone, or only your microphone.
  - Choose the transcription server closest to your administration location.
  - Choose the transcription server closest to the respondent's location (if relevant).
  - When using one microphone, see the transcription almost immediately as it transpires.
  - When using two microphones, see your transcription almost immediately as it transpires and see the respondent's transcription populate the interface when they pause.
  - Edit the transcription text to correct typos or document nonverbal behaviors.
  - Pause and restart the transcription (e.g., when providing RP and CP instructions or to correct transcription when you are done clarifying a response)
  - Use the Auto Scroll function so that the newest text is always visible with very lengthy RP or CP communications.
- During the CP, see text for each RP to read it back (ARR) and clarify it.
- During the CP, annotate digital card images to note the location used and key features.
  - At present, you must use the running version of the App for this purpose, though in the future you also will be able to link in a second device (e.g., phone, tablet) specifically for annotating the card images.
- Consult task instructions, reminders, and guidelines on how to manage the RP and CP
- Navigate to any place in the protocol by using the Jump to Response function.
- Take as much or as little time as needed during post-administration to finalize the record.
- Have your full protocol ready for coding after completing administration.

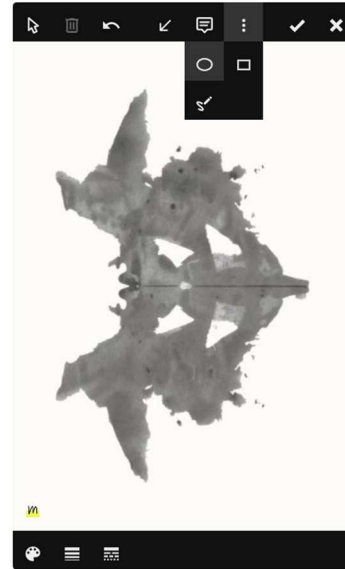
### Guide to Using the Image Annotation Functions

Some aspects of the image editor may not be intuitive. Here we offer visual guidance. The orientation of the card is dictated by the orientation selected for the response, which you can change at any time.






**Top panel, from left to right:**





-  = Select cursor arrow (default)
-  = Delete (activated if something is selected)
-  = Undo
-  = Draw an arrow or pointer
-  = Insert a text box
-  = More options
-  = Accept and close the annotation interface
-  = Cancel or close the interface without saving

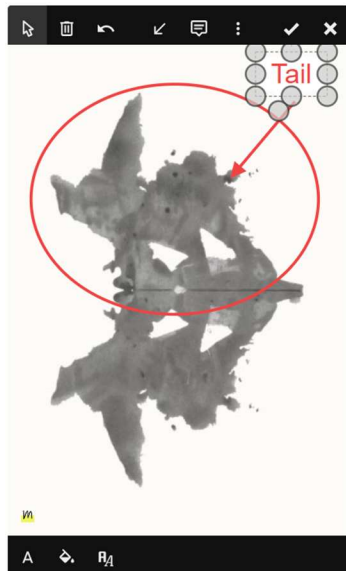


**Top panel, more options selected:**

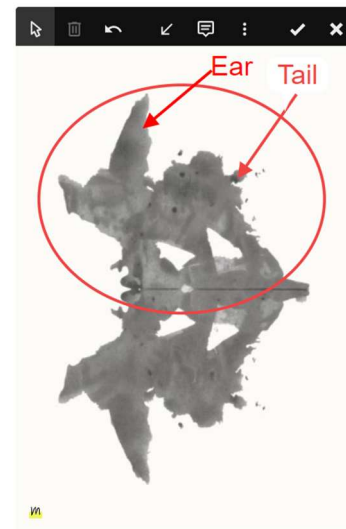
-  = Insert oval shape
-  = Insert rectangle shape
-  = Draw freehand

**Bottom panel with shape options**

-  = Line color
-  = Line width
-  = Line type
-  = Arrow type (shown if arrow selected)






Oval inserted to designate the location of the object, line arrow drawn to an object feature or attribute, and a text box inserted with text added to note the attribute. Because



Reasonably complete location annotation. This image will be the first of the Card 1 location images in the coding interface. Because the image is only stored with its

the text box is still activated, the icons at the bottom of the figure are showing.

-  = text color
-  = fill color
-  = font type.

response, documentation can be less detailed than when using a paper location sheet. For instance, you do not need the response number or an object label (e.g., “Dumbo-like creature”), given this is a single object response.

### **Choosing to Document Locations in Text vs. with the Image Annotation Tool**

For responses that are simple to document, like this example, it is easier for the assessor to avoid using the image annotation tool and to instead just add location numbers at appropriate places in the RP or CP text to indicate the location of the object (e.g., D2) and its attributes (e.g., Dd34 for the ear, Dd33 for the tail). In fact, the goal of providing the location images during the CP is to make it easy to document locations using text notations rather than having to annotate a location image. However, the value of the location image annotation tool is to document unusual objects with atypical boundaries or hard to specify location features.