

## Device Daily Checklist

This checklist can be used at home or at school to help the AAC user gain more independence, control, and ownership of their AAC device. Below you will find a short explanation of the checklist items. A brief description of the goal of each item is provided. Additionally, you will find some suggested ideas or times to use the checklist both at home and at school. You can use this quick checklist for reinforcement, as a sort of visual schedule, or however else it works into your routine!

### **1. Get my talker and turn it on**

- a. We want children who use AAC to see the value in using their device. So, we want to encourage them to be active members in making sure their device is available.
- b. **AT HOME:** Encourage the AAC user to unplug the device from charging overnight. Or help them to unplug the device. Let the AAC user carry the device with them wherever they go next. And make sure the device is turned on!
- c. **AT SCHOOL:** Upon arrival at school, have the child take their AAC device out of their backpack as part of their daily routine. They should carry their device with them to their desk.

### **2. I'm ready to go! I am taking my voice with me.**

- a. This checklist item is meant to encourage bringing the device with us everywhere we go. We should always have access to our voice wherever we go!
- b. **AT HOME:** Finished getting dressed? Or finished eating breakfast? Or ready to get in the car? Whenever you and the AAC user are moving to another room or task, they should be the ones to pick up their device and carry it with to the next task.
- c. **AT SCHOOL:** Similar to at home, whenever there is a transition between tasks or classes, the AAC user should be carrying their voice with them to the next task.

### **3. Tell others what I need.**

- a. Lots of people are unfamiliar with AAC devices. We have to teach AAC users early on to advocate for themselves in many ways when communicating. There are several strategies like this programmed into the Word Power vocabularies in the Social page.
- b. **AT HOME:** In the Social Page there are several strategies, like "Ask me yes or no questions", "Add a word to my device", etc. that can be used during times when communication breaks down. Sometimes we have to guess what the AAC user is trying to tell us; this is the perfect time to teach these strategies of self-advocacy and to repair the conversation.
- c. **AT SCHOOL:** The same strategies for the home can be used at school. Also, you could focus on educating others who are unfamiliar with AAC. In the Social Page of many Word Power files, you will find a button that says, "Please be patient while I find my message". This is a perfect way to start teaching self-advocacy!

### **4. Use my voice to communicate.**

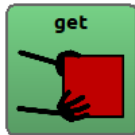
- a. Whatever stage you are at, we want to encourage the AAC user to communicate using their voice. They can make requests, comment, direct the actions of others, or engage in social communication. Often any undesirable behaviors (like hitting, tantrums, etc.) can be reduced if we focus on teaching a more appropriate way to communicate with our words. Check this item off the list any time the user communicates using their device.
- b. **AT HOME:** Encourage the AAC user to communicate using their device using any supports or prompts that are appropriate. Remember, you should be modeling A LOT more on the device than your requesting/requiring answers. But, focus on communicating anything you and the team have determined are important and appropriate skills to learn.
- c. **AT SCHOOL:** See **At Home**. Model A LOT and encourage device use to communicate whenever possible!

### **5. Put my device up.**

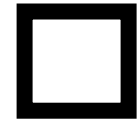
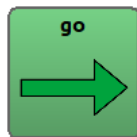
- a. End the day by encouraging the AAC user to take ownership and responsibility of their device by putting it away or putting it up to be charged.
- b. **AT HOME:** Give the AAC device a bed/a place to sleep every day. And charge it, just like we charge our cell phones. Encourage the AAC user to put it up and plug it in or participate in this activity with your support.
- c. **AT SCHOOL:** End the day in the opposite way it began, by having the AAC user put their device in their backpack.

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1. Get my talker and turn it on



2. I'm ready to go! I am taking my voice with me.



3. Tell others what I need.



4. Use my voice to communicate.



5. Put my device up.

