# Demonstrating Assistive Technology for AAC

## Knowledge and Skills

1. Understands function(s) of the device type
2. Face-to-face communication
3. Distance communication (e.g. via telephone)
4. Multipurpose: e.g. access to written language via computer interface
5. Understands who can benefit, “eligibility” requirements or misconceptions
6. Familiar with “prerequisite” model and current thinking (no pre-requisites)
7. Understands the technology as an augmentation (e.g. even for people who “speak”)
8. Understands use of the device with individuals with developmental (e.g. cerebral palsy, autism) as well as acquired disabilities (stroke, Parkinson’s).
9. Understands and is able to explain to consumers vocabulary related to the device, features, and functions
10. Augmentative and Alternative Communication (AAC)
11. Speech Generating Device (SGD)
12. Digitized speech
13. Synthesized speech
14. Able to compare and contrast product types, including features, capabilities, price
15. Tablet + app
16. “Dedicated” devices
17. Able to compare and contrast at least three products in each subcategory, including multiple/diverse manufacturers
18. Free apps
19. Full-featured apps (e.g. Speak for Yourself; Proloquo2go)
20. Digitized products
21. Synthesized products
22. Able to discuss related technologies
23. Mounting
24. Switch access
25. Computer access
26. Telecommunications access
27. Has a basic understanding of potential public funding sources for this technology (e.g. sufficient to make referrals).
    1. Recommendations for specific equipment will be made a team that includes a licensed speech-language pathologist.
    2. A doctor’s order or prescription is necessary to submit for possible insurance coverage;
    3. Understands the definition of ‘durable medical equipment’ and what is included and not included in this category;
    4. For children: understands the role of public education in including AAC in the IEP and providing devices and services;
    5. Knows the community resources that can provide additional information regarding funding.
28. Other considerations: Demonstrator does NOT need to be a speech-language pathologist but must be able to explain the need for full evaluation vs. this “demonstration”; able to make referrals to evaluator(s).

1. Resources for gaining additional information on this topic:
2. ATIA webinars
3. AAC Institute <https://aacinstitute.org/online-courses/>
4. National Joint Committee on the Communication Needs of Persons with Severe Disabilities [www.asha.org/njc](http://www.asha.org/njc)
5. OCALI (Ohio Center for Autism and Low Incidence) <http://www.autisminternetmodules.org/user_mod.php>
6. International Society for Augmentative and Alternative Communication (ISAAC) <https://www.youtube.com/user/ISAACVideoChannel/> (and USSAAC, the US Chapter)
7. Vendor/manufacturer training materials on their websites/video channels (e.g. <https://www.tobiidynavox.com/en-US/support-training/webinars/>; http://www.speakforyourself.org/tutorials/)

*This document was developed and produced by the* [*Assistive Technology Act Technical Assistance and Training (AT3) Center*](https://www.at3center.net) *funded by Grant #90ATTA0001-01-00 from the Administration for Community Living (ACL). Any opinions reflected herein are solely the responsibility of the authors and do not necessarily represent the official views of ACL. Last updated April 2018.*