Demonstrating Assistive Technology for Learning, Cognition, and Development

**Knowledge and Skills - READING**

1. Understands function(s) of the device type
2. Print material
3. Digital content
4. Understands who can benefit, “eligibility” requirements or misconceptions
5. Understands the range (complexity and cost)of available technologies
6. Understands use of the devices with individuals with various disabilities (e.g. dyslexia, dyscalculia, auditory, cognitive and/or social processing difficulties,
7. Understands use of the devices for individuals who experience reading difficulties because of speech, language processing, visual reasoning, intellectual disabilities, or lack of attention vs vision loss. (Note: For individuals, who have reading challenges due to vision loss; refer to the Competencies for Individuals who are blind/visually impaired).
8. Understands and is able to explain to consumers vocabulary related to the device, features, and functions related to reading difficulties
9. Literacy software
10. Text to speech
11. Reading software/apps
12. Scan and Read software
13. Optical character recognition (OCR)
14. Able to compare and contrast product types, including features, capabilities, price
    1. Mobile devices and apps
    2. Computers and software
    3. “stand alone” devices (e.g. reading/scanning pens)
15. Able to compare and contrast at least three products in each subcategory, including multiple/diverse manufacturers
    1. Literacy apps
    2. Literacy software
    3. Scan and Read apps
    4. Text to Speech apps(TTS)
    5. Text to Speech software
    6. Stand-alone devices Built-in” accessibility features in iOS and Microsoft Office product
    7. Can describe the use of “low tech” devices and strategies, including Irlen Sheets, highlighters, contrast lens/filters
16. Able to discuss related resources
17. Digital on-line resources for accessible media from libraries and other sources (i.e. Bookshare, Learning Ally, Library of Congress Talking Book Libraries)
18. Eligibility for Accessible Instructional Materials (AIM)
19. Has a basic understanding of potential public funding sources for this technology (e.g. sufficient to make referrals)
20. Other considerations: Demonstrator does NOT need to be a specialist but must be able to explain the need for full evaluation vs. this “demonstration”; who evaluation should be conducted by and able to make referrals to evaluator(s).

**Knowledge and Skills - WRITING**

1. Understands function(s) of the device type
2. Print material
3. Digital content
4. Understands who can benefit, “eligibility” requirements or misconceptions
   1. Understands the range (complexity and cost) of available technologies.
   2. Understands use of the devices for individuals who experience writing difficulties because of speech, language processing, visual–spatial challenges, intellectual disabilities, motor and visual motor disabilities or lack of attention. (Note: For individuals, who have reading challenges due to vision loss; refer to the Competencies for Individuals who are blind/visually impaired).
5. Understands and is able to explain to consumers vocabulary related to the device, features, and functions related to writing AT:
   1. Word prediction
   2. Speech recognition (Speech to Text)
   3. Graphic Organizers Writing aids
   4. Electronic spell/grammar checkers
6. Able to compare and contrast product types, including features, capabilities, price

Writing -

1. Mobile devices and apps
2. Computers and software
3. Writing instrument adaptations e.g. grips, weighted holders
4. Able to compare and contrast at least three products in each subcategory, including multiple/diverse manufacturers (apps/software)
5. Word prediction
6. Graphic organizers
7. Grammar/spell checkers
8. Speech to Text
9. Built-in” accessibility features in iOS and Microsoft Office products (checkers; speech to text)
10. Able to discuss related technologies
11. TTS, Literacy Software, Scan and Read)
12. Has a basic understanding of potential public funding sources for this technology
13. Other considerations: Demonstrator does NOT need to be a specialist but must be able to explain the need for full evaluation vs. this “demonstration”; who evaluation can be conducted by (e.g. an occupational therapist) and be able to make referrals to evaluator(s).

**Knowledge and Skills - EXECUTIVE FUNCTION**

1. Understands function(s) of the device type
   1. Organization
   2. Memory
   3. Study skills
2. Understands who may benefit
3. Understands the range (complexity and cost) of available technologies

1. Understands use of the devices with individuals who have learning disabilities, cognitive, behavioral or intellectual disabilities
2. Understands the application of devices to individuals with developmental (e.g. intellectual disabilities, autism) as well as acquired (e.g. stroke, traumatic head injury) disabilities.
3. Understands and is able to explain to consumers vocabulary related to the devices, features, and functions difficulties:
4. Organizers)
5. Time management
6. Visual schedules
7. Reminder systems and services
8. Able to compare and contrast product types, including features, capabilities, price
9. Mobile devices and apps
10. Computers and software
11. Organizers/planners
12. Smart watches
13. Special products e.g. medication reminder systems
14. Able to compare and contrast at least three products in each subcategory, including apps and software representing multiple/diverse manufacturers
15. Organizing and planning
16. Time Management
17. Visual schedules and calendars
18. Digital Notepads
19. Watches with alarms
20. Built-in” reminder features in iOS and Microsoft Office products
21. Has a basic understanding of potential public funding sources for this technology (e.g. sufficient to make referrals)
22. Other considerations: Demonstrator does NOT need to be a specialist but must be able to explain the need for full evaluation vs. this “demonstration”; who evaluation should be conducted by and able to make referrals to evaluator(s).
23. Resources for gaining additional information on this topic:
    1. <https://www.understood.org/en/school-learning/assistive-technology>
    2. <https://ldaamerica.org/?s=assistive+technology>
    3. <http://www.readingrockets.org/article/types-reading-disability>
    4. <https://www.verywell.com/details-on-the-learning-disability-dyslexia-2162438>

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