

Device Daily Checklist

This checklist can be used at home or at school to help individuals using AAC gain more independence, control, and ownership of their AAC device. Below you will find a short explanation of the checklist items. 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 visual schedule, or however else it works into your routine!

1 Get my talker and turn it on.

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.



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. And make sure the device is turned on!

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.

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!



Home

Finished getting dressed? Or finished eating breakfast? 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.

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.

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.



Home

Strategies like “I have something to say”, “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.



School

The same strategies for the home can be used at school. Also, you could focus on educating others who are unfamiliar with AAC. Encourage AAC learners to tell others to "wait" while composing their message. This is a perfect way to start teaching self-advocacy!

4 Use my voice to communicate.

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. Check this item off the list any time the user communicates using their device.



Home

Encourage the AAC user to communicate using their device using any supports or prompts that are appropriate. Remember, you should be modeling **MORE** on the device than requesting/requiring answers. Focus on communicating anything you and the team have determined are important and appropriate skills to learn.



School

Same as at **Home**. Model A LOT and encourage device use to communicate whenever possible!

5 Put my device up.

End the day by encouraging the AAC communicator to take ownership and responsibility of their device by putting it away or putting it up to be charged.



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.



School

End the day in the opposite way it began, by having the AAC learner put their device in their backpack.

Checkout the checklist on the next page!

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1 Get my talker and turn it on.



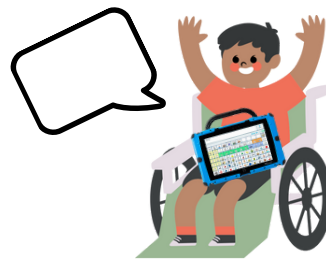
2 I'm ready to go! I take my voice with me.



3 Tell others what I need.



4 Use my voice to communicate.



5 Put my device up and plug it in.

