
SKILLS CHECKLIST for use of a DYNAMIC DISPLAY DEVICE

COGNITIVE SKILLS requirements:

- Understands and is familiar with using symbolic representations of expressive language
- Independently initiates, directs, and terminates activity in addition to expressing needs and wants using a static display device
- Has functional visual/auditory memory to perform page navigation to locate desired cells and return to home page
- Can sequence symbols
- Attends to, scans, and discriminates between a minimum of:
 - 8 cells per page (for BEGINNER dynamic display / Semantic Compaction devices)
 - 12 cells per page (for INTERMEDIATE-ADVANCED dynamic display devices)
 - 32 cells per page (for INTERMEDIATE-ADVANCED Semantic Compaction devices).

NOTE: These minimum criteria may be reduced if the student has an access issue.

ACCESS SKILLS requirements (refer to one applicable option below):

DIRECT SELECTION:

- Has the functional range of motion to access all cells available on display
- Can cross midline (visually and physically)
- Has the functional strength to depress cells
- Can isolate a body part (e.g. index finger of right hand) to access a button of a particular dimension (e.g. 1 inch x 1 inch) specific to the device being considered

SCANNING:

- Can EITHER visually attend to and visually scan a minimum of 8 cells OR can attend to and scan at least 8 cells with auditory cues
- Has the functional range of motion to access a switch, activated by a specific motion (e.g. lateral flexion) of a body part (e.g. head)
- Can consistently use a body part (e.g. head) without signs of immediate fatigue
- Can time switch activation to select desired cell

SYMBOL-BASED KNOWLEDGE requirements:

- Can recognize a minimum of 20 symbols (40-50 symbols if considering a device with semantic compaction)
- Can string phrases (e.g. pronoun-verb-noun; pronoun-verb-adverb).

NOTE: For students with severe physical limitations, cells may be set up to express full phrases or sentences at the activation of a single symbol. These students MUST have the cognitive ability to understand this setup and activate these full phrases/sentences accordingly in the appropriate context.

EXPRESSIVE LANGUAGE SKILLS requirements:

- Has emergent understanding of functionality of various parts of speech (e.g. nouns, verbs, descriptors, spatial words, etc.)

NOTE: Color-coding can be used as visual cues to assist the student in differentiating between the different parts of speech.

- Has a variety of language functions used across a variety of environments (i.e. commenting, rejecting/denial, affirmation, directing, etc.)

NOTE: Consider devices with "**SEMANTIC COMPACTION**":

"Semantic compaction is the systematic use of secondary iconicity to reduce the number of symbols in a conceptually-based selection set for the representation of natural language." (http://www.icm.edu/thesis/ahollosi_html/node8.html)

- These devices provide an introduction to the UNITY program, which focuses on using core vocabulary to comment and direct across a variety of activities and environments.
- These devices progress from 8-symbol topic-based page sets for pre-literate pre-schoolers (BEGINNER) to 32-symbol vocabulary-based page sets for literate students with well-developed syntactical performance (INTERMEDIATE-ADVANCED).
- These devices allow users to develop encoding skills via semantic compaction. Semantic compaction increases the amount of functional vocabulary available on one page by using symbol combinations. This eliminates the need for page navigation, thereby increasing the speed at which the user can communicate.
- The use of semantic compaction activates procedural memory, which increases the speed at which the user can combine phrases to communicate.