

## Case Study #1 – AT Category: Daily Living (SETT)

**Student** – has trouble planning and coordinating physical movement

**Environments** – preschool classroom

**Tasks** – putting away backpack and coat upon arrival, cleaning up after centers, etc.

**Tools** – Does the individual already have access to tools?

**No- to Low-Tech**

**Mid-Tech**

**High-Tech**



STEP 1: Based on S-E-T data, enter descriptors or functions needed by the student across the shaded top row - 1 descriptor per column

STEP 2: Enter promising tools in the shaded left column - 1 tool per row

STEP 3: Note whether each tool matches a descriptor by placing an “X” in each of the applicable white boxes

<b>Descriptors</b>	Portable	Durable	Small “footprint”	Easily changed/ adapted	Primarily visual	Primarily auditory
<b>Tools</b>						
Picture cues/schedule	X	X (if laminated)	X (depending on amount of content)	X	X	
7 Message Take n Talk (Talking visual schedule)	/	X		X	X	X
BIGmack (Recorded auditory cues)	X	X (probably less so than pictures)	X	X		X
Step by Step (Recorded auditory cues)	X	X	X	X		X
StepPad (Recorded auditory cues with pictures)	X	X	X	X	X	X

Modified from Joy Zabala’s SETT Scaffold for Tool Selection by Oklahoma ABLE Tech

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SETT forms and additional resources are available for download at <http://www.joyzabala.com>.