**Case Study 1: AT Category: Learning, Cognition, Development - ORGANIZATION**

**S**tudent– Executive functioning deficits (high level mental processes)

**E**nvironments – Early childhood classroom

**T**asks – Playing to learn; Listening; sitting still; transitioning between activities

**T**ools – Does the student already have access to tools?

## **Low-Tech Mid-Tech High-Tech**

**Weighted Blanket/Shawl – Lil Lady Bug Switch Toy – Time Timer – Visual pictorial schedule**

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

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| --- | --- | --- | --- | --- | --- |
| **Descriptors** | Soothing/  Reassuring | Battery Operated/ Rechargeable | Easy to use | Visually Stimulating | Auditorily Stimulating |
| **Tools** |
| Weighted Blanket/Shawl | X |  | X | X |  |
| Lil Lady Bug Switch Toy |  | X | X | X | X |
| Time Timer with Stand | X | X | X | X | X |
| Visual Schedule with pictures to transition from one activity to another | X | X |  | X | X |