**Case Study #1 – AT Category: Environmental Adaptations & Controls (SETT)**

**S**tudent – 3-year-old Developmentally Delayed Preschool Student, has Cerebral Palsy,

**E**nvironments – Preschool

**T**asks – is unable to play with toys independently

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

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

Battery interrupter – jelly bean switch – koosh switch – eyebrow switch – foot switch

adapted Baby Pug – adapted Roll and Learn turtle – adapted RC Robot

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Descriptors** | Adapts a battery-operated toy for switch use | Already adapted for switch use | Used with a battery interrupter or already adapted toy | Ability to be activated by almost any body part | Ability to be activated by minimal movement |
| **Tools** |
| Battery interrupter | X |  |  |  |  |
| Jelly bean switch |  |  | X | X | X |
| Koosh switch |  |  | X |  | X |
| Eyebrow switch |  |  | X |  | X |
| Foot switch |  |  | X |  | X |
| adapted Baby Pug |  | X |  |  |  |
| adapted Roll and Learn turtle |  | X |  |  |  |
| adapted RC Robot |  | X |  |  |  |