**Case Study #2 – AT Category: Speech Communication (SETT)**

**S**tudent – Elementary student, good receptive language skills, knows what he wants to say but has trouble getting thewords out

**E**nvironments – Regular education classroom, lunch room, gym, home

**T**asks – Communicate with peers and teacher

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

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

Google Images – Boardmaker – Switches and Toys – iTalk2 – GoTalk 4 – **Accents** – T-Series – I-Series

Communication Board – BIGmack – 7-Level Communicator – **Nova Chats** – **iPad Apps**

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

USE ADDITIONAL SHEETS IF NECESSARY

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| **Descriptors** | Portable  Durable  5”, 8” or 10” screen | Symbols & Words  Grid  60-84 choices at a time | Spelling option  Single word option  Minimal programming | Consistent word placement  No duplication of words – motor plan | Synthetic or Digital voice output | Direct selection (touch) option |
| **Tools** |
| PRC Accent Devices | X | X | X | X | X | X |
| Saltillo Nova Chat Devices | X | X | X |  | X | X |
| iPad apps: LAMP Words for Life, Speak for Yourself, TouchChat | X | X | X | X (LAMP) | X | X |
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