**Case Study #3 – AT Category: Speech Communication (SETT)**

**S**tudent – In high school, has unintelligible speech, has multiple physical disabilities

**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** | Durable12- to 15-inch screen | Mounts to Wheelchair | Messages have phrases/whole sentences on one button | Access by touching screen and switch activation | Customizable to program specific messages |  |
| **Tools** |
| PRC Accent 1400  | X | X | X | X | X |  |
| Tobii Dynavox I-12 or I-15 | X | X | X | X | X |  |
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