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

**S**tudent – has trouble planning and coordinating physical movement

**E**nvironments – preschool classroom

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

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

## **No- to Low-Tech Mid-Tech High-Tech**

Changes to the Environment Picture Cues/Visual Schedule [BIGmack](http://at.okstate.edu/detail.php?item_id=1365) [Step by Step](http://at.okstate.edu/detail.php?item_id=1435) [StepPad](http://at.okstate.edu/detail.php?item_id=2593) [7 Message Take n Talk](http://at.okstate.edu/detail.php?item_id=2486)

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** | Portable | Durable | Small “footprint” | Easily changed/ adapted  | Primarily visual | Primarily auditory |
| **Tools** |
| 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 |