# **AT Category: Environmental Adaptations, Controls, and Writing**

**S**tudent (Individual) – 9th grade student with limited strength due to Muscular Dystrophy

**E**nvironments – school, home

**T**asks – completing written work

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

**pencil grip – Writing Bird – portable word processor – speech-to-text software**

**T**ools

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Descriptors  | Enlarge grasping surface of writing utensil | Ability to control pencil without grasping it | Ability to type written work | Word prediction | Ability to speak what is to be written | Spell check |
| Tools  |
| Pencil grip | x |  |  |  |  |  |
| Writing Bird | x | x |  |  |  |  |
| Portable word processor |  |  | x | x |  | x |
| Speech-to-text software |  |  | x | x | x | x |

Modified from Joy Zabala’s SETT Scaffold for Tool Selection