

WATI AT Decision Making Guide

Area of Concern- Organization: Materials Management

Student: Robby 3rd grade student with learning disabilities

PROBLEM IDENTIFICATION

Student's Abilities/Difficulties	Environmental Considerations	Tasks
What are the student's abilities & difficulties related to organization of materials Strengths • Cognitive skills at age level • Wants to do well • Tries hard • Computer savvy • Uses Google Chrome Voice Typing Deficits • Difficulty following routines • Wants to be in control of what he is to do • Behavior can be explosive • Poor fine motor skills • Handwriting difficult	What environmental considerations impact the area of concern? These environmental factors may be barriers: • Classroom is cluttered with materials • Large class size • Noisy environment • Frequent schedule changes • Multiple places for each student to put things-math in one area, reading assignments in another, etc. • No specific desk to work at as students moved around the room for different tasks throughout the day These may be helpful: • Well-defined and visually supported routine for materials for morning routine, turning in homework	What task(s) do you want the student to do? • Follow classroom organizational system • Turn in assignments • Keep track of homework that is assigned • Ensure that all assignments are documented so there is no miscommunication as to what is expected
Sensory Considerations		Narrowing the Focus
Robby's sensory issues seem to relate to distractions from visual and auditory information in the classroom.		Follow classroom or individual plan for organization of materials with a designated work area
Solution Generation Tools & Strategies	Solution Selection Tools & Strategies	Implementation Plan
• Regular class organization • iPad to take pictures of assignments • Traditional assignment book • Modified assignment book • Organizational apps or calendar • Specific work area/storage area	• All students have a Chromebook, so the team including Robby and his mother want to stick with what he is already using • Robby is familiar with and uses Google mail, Google Chrome and Google Docs • Using Google calendar app with what he is already using as well as a Google Doc to communicate between Robby, his mother and his teachers • Contract for use of the Chromebook	Follow-Up Plan
		• Set-up communication on Google Docs - special ed teacher • Set-up and teach him to use Google Calendar - OT • Set-up work area – Robby, general education teacher • Contract – Robby, guidance counselor
		• Reconvene in 4 weeks to discuss progress. • Adjust/change AT as needed • If plan is successful, have him share his experience with other students

Important: It is intended that you use this as a guide. Each topic should be written in large print where everyone can see them, i.e. on a flip chart, board or electronic system with projector. Information should then be transferred to paper for distribution, file, and future reference.