Summary I Garrett's Chair	Overall Problem I To include Garret with his peers at lunchtime so he can work towards speech, soci
Miriam Zisook	Overall Solution I Supplemental seating which helps Garrett meet his goals at the cafeteria table wi

Safety	Social	Feeding & Communication	Postural/Sensory	Usability	Universality& Growth
Independence I Use enough pl tect Garrett's independence an Observation I When Garrett is more secure/ supported he is given	Observation I Lunch is an indepen-			Transporting Chair I Make it lightweight with a handle Trial 1 I weight is a barrier I aid will have hands full	
more space/ independence	rare opportunity for Garrett to have space from adults				Size I Adjustable booster & supports, padding inserts
	orcers for correct posture (neop ourage Garrett to control his owr		· · · · · · · · · · · · · · · · · · ·		Morph. ord. I Garrett will grow over time I kids are all different sizes
Observation, Trial 1 I Garrett may tip bench if he has a large range of forward to back trunk motion I Movement increases risk of injury with utensils	Observation, Research I Garrett's	Observation, Trial 1, Research I Garrett uses body movement to	Feet I Observation, Research I Sensory reward for placement I Task persistence increases when footrest present Trunk front to back I Observa-	Transferring I Sides flexible to get G in & out easier Trial 1, 2, observation I bench fixed unless Garrett is first in last out,	and proportions
Fosicional rable rose aujustable booster and bench attachment to keep Ganett in the mid- input helps reduce body move			tion, Trial 2 I secure limits I sensory input helps reduce body movement	unlikely to happen regularly I have to transfer him from the side or	
	Observation I Garrett should be in	Observation, Research, Trial 1,2, morph. ord. I establish height and distance from table approproate for feeding I aid will be across the	Trunk side to side Observation, research, Trial 1,2,Morph. ord. I secure limits sensory input helps reduce body movement and create	back I with rigid sides it is difficult to get him in or out from the side	Support I Modular feet, head, hips & trunk support Research, Morph. ord. I Garret's
Installation/ Connection to bench I ??? Trial 1I strength, security priorities	Aesthetic I Use kid friendly form, color and materials Image boardsI Kid specific form language uses bright colors, curves or simple geometric shapes, lim- ited exposed hardware, characters	table	croterrotrup, occure oraco, prerr	Installation/ Connection to bench I ??? Oservation, Trial 1I table & hard- ware are barriers I has to be easy	needs change daily& over time I different kids will need different amounts and types of support I no continuum exists from more sup- port to less, always different com- binations
	and animals, abstractions of famil-	Focus on Goals I chair should optimize lunchtime goals Observation, Trial 2 I Garrett is better able to focus on tasks one	for feet, head, hips & trunk Feet I Observation, Research, Morph. ord. I feet should be	ware are barriers I has to be easy to place and secure	
	Cleanliness I Removable, washable cover Observation I Garrett is a messy eater I spills, smell will alienate peers	at a time I giving postural sup- port increasesfocus on cognitive, speech and motor skills I sensory integration aids increase Garrett's focus I Primary goals at lunch are social skills and self-feeding	Morph. ord. I contoured back or lat. grid supports promote midline alignment	Cleanliness I Removable, washable cover Observation I Easy cleaning is nec- essary	

ial and occupational goals in an included setting with his peers