

2f: IEP Design Check-In

Jessica Wong, Monique Franklin, Lane Felker, Kristen Olson

10/20/14

Tasks:

1. Allow parents and teachers to aggregate all IEP information so that it is easily accessible through eclectic situations and environments.
 - a. Tekla is a military mom who is used to moving around with her husband for his assignments. They have a 12 year old son, Tomi, who have always had an IEP since he first started school. Her husband is often too busy with work to stay invested in Tomi's IEP situation but would still like to know what's going on. As Tomi moved schools, it was difficult for Tekla to reiterate Tomi's previous IEP goals and problems to the new school officials and therefore made it difficult for Tomi to readjust and her husband to stay involved. However, with a new IEP tool, she is able to deliver all of Tomi's previous IEP information to the schools with ease and her husband is able to view all of his son's information as well as general IEP questions.
2. Encourage IEP goals, objective, and student behavioral communication between parents, teachers, and school officials.
 - a. Leon is a concerned father with two children with IEPs. With the added stress of attending double IEP meetings a year for his children, Trent and Dwayne, Leon is not often able to remember everything the teachers tell him about his kids. Dealing with Trent's tantrum throughout the day and Dwayne's indifference makes it difficult for Leon to understand the goals the IEP has set for them and track his kids progress while they're at school. Therefore it was incredibly useful to Leon when teachers were able to make comments about his kids that Leon could see during his own time and make comments back. He could track his kids progress while talking to their teachers and understand how well his kids are succeeding in school.
3. Know where to find and be able to interact with support groups of parent/guardians who have students with same/similar learning disability.
 - a. Chris's son Matt has been struggling in school for the past few years. Matt was recently diagnosed with ADD, but Chris is unsure what that means for Matt's future. His son has an IEP, but at the meetings Chris often feels Matt's teachers are just going through the motions. He wants to be more involved in Matt's education, but he is unsure where to begin. At the meeting one of the teachers gave Chris a list of support groups for parents with students who have ADD, Chris plans to go online and see what types of meetings this group has.
4. Watch video tutorials of the IEP process to enhance knowledge in an engaging way.
 - a. Khadija is scheduled to attend her daughter's IEP meeting next week. She has never heard of an IEP, but on the paper her daughter brought home requesting the meeting, there was a highlighted Youtube link. Khadija enjoys searching for Somali songs on Youtube to help teach her daughter Somali. She types in the link and sees that it opens a video called "IEP Meeting" and sees that there is an option to watch the video in Somalian. Khadija watches the video (the first in a series) and understands she will be talking to her daughter's teachers and administrators about how to help her daughter succeed in school this year. The video was short and easy to understand.
5. Parent/Student is able to access mini lessons and IEP accommodations to support the development of mastery for one task in the set of tasks necessary to meet their student's writing objective.
 - a. Mosi is a father who wants to support his son Amir in making academic progress by supporting his writing homework completion and providing additional IEP supported learning opportunities outside of school. Amir is writing a report about his own disability executive functioning disorder, how his disability manifests itself, his IEP accommodations, and future ADA accommodations.

Mosi already knows that special paper and a timer helps Amir write more efficiently. Mosi would like to look at the tasks related to Amir's writing objectives and select one and be able to access mini lessons and appropriate accommodations tool (sample report, graphic organizer ect.) his son can practice to successfully meet this task and apply to his writing homework. Mosi may also be at an age and engagement level where she would like to perform this task for herself.

6. Parent/Student track a motivational rewards system that the student can work towards receiving rewards of their choice with the goal of encouraging the student's involvement in making academic progress and participating in the IEP process.
 - a. Nadia is a parent who wants to be sure her daughter Nia stays motivated to make academic progress and becomes a strong advocate of her own education. She has noticed that Nia is affected by the stigma of special education and does not want to use her accommodation in class in front of her peers. She has also noticed that Nia withdraws from IEP meetings when strategies about how to best assist her are discussed and her input is requested. Nadia and Nia have created a list of rewards (small - big) that Nia would like to receive for participating in her own education. Nia has assigned appropriate point levels to each reward she would like to receive. Nia and Nadia have come up with a list of ways Nia can receive points from various people her teachers, members of her IEP team, out of school providers, and her parents. Nadia would like to be able to track Nia's progress using this reward system: point accumulation, point spending, who gave the points, and for what. Nia may also be at an age and engagement level where she would like to perform this task for herself.

Sketches and Descriptions:

- Sketch #1:
 - Tasks: Communication, Accessible IEP Info, Motivational Reward System, Mini Lessons
 - Main Idea: A timeline of notes relating to the students IEP. It is an interface for parents and teachers to communicate and update each other of progress or issues going on. Anyone involved in the student's IEP can add notes to the timeline relating to: progress, concerns, or new ideas for activities to help the student. Parent's will also be provided with mini lessons they can do at home that have a motivational reward system built in.

Completion Of Tasks

- Task 1: communication between parents, teachers and school officials
 - read recent comments on the page, with the most recent comment at the bottom.
 - add an additional note by entering in the info at the bottom of the page and specifying who should receive a push notification of the addition on the page.
- Task 2: Accessible IEP information
 - Look up history of the IEP on the timeline of notes main page, or view informatics about the progress toward the IEP by selecting progress
- Task 3: Motivational Reward System:
 - when adding an entry to the timeline of notes, specify if the task completed should receive a "point" towards a goal. The points earned can be viewed on the IEP progress page.
- Task 4: Mini Lessons:
 - they are linked off of the timeline of notes and the result of the lesson is added to the timeline.

Student: Nina

Weekly | Monthly | Yearly

- Teacher: Nina successfully broke down the parts of a sentence 10/1/14 + 1 point towards reading comprehension

See Progress | Try it At Home

- Parent: how complex should the sentence be?
- Teacher: 2nd grade level, here are examples link

Note: _____

Notify Teacher Occ Therapist

Mini Lesson # 1

o ~~~~~
o ~~~~~
o ~~~~~

Document Result

Note: _____

Progress:

Progress | Next Lesson

Goal 1: Complete!

Goal 2: +4 points this month! Great job

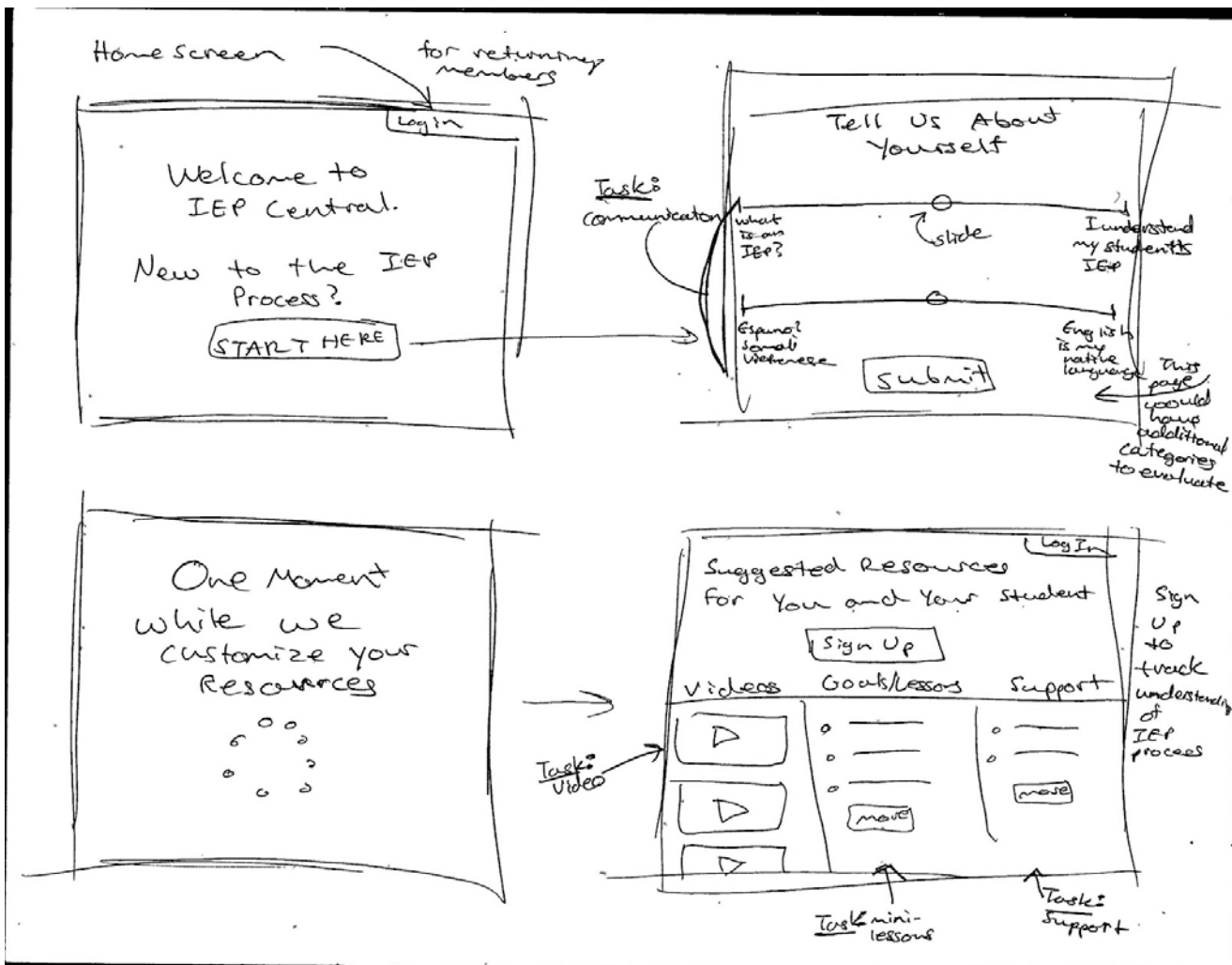
Goal 3: No improvement this month

- o Communication
- o Accessible IEP info
- o Motivational Reward System
- o Mini Lessons parent can do

- Sketch #2:
 - Tasks: Communication, Support Groups, Video Tutorials, Mini Lessons
 - Main Idea: A web portal that allows you to rate your familiarity with IEPs and get customized resources to store to a profile. Your recommendations will change based on your site visitation habits.

Completion of Tasks:

- Task 1: Communication
 - Parents are able to self-evaluate their understanding of the IEP process and get educational resources to be able to better communicate with their students, teachers, and administrators.
- Task 2: Support Groups
 - Parents will have access to contact information for targeted support groups
- Task 3: Video Tutorials
 - Parents will be able to watch relevant, bite-sized video tutorials addressing different components of the IEP process (annual meeting, documentation, available tools) based on their initial input from the evaluation screen.
- Task 4: Mini-Lessons
 - Parents can download mini-lessons targeted for their student's goals.



- Sketch 3

- Tasks: Track Motivational Reward System, Mini Lessons & Accommodations, Video Tutorials, Accessible IEP Info tracker
- Main Idea: This a web portal/mobile device app that allows Parents/Teachers/Students to manage the Students IEP Documents, Increases the students motivation and tracks academic progress using a reward system, provides access to lessons and accommodations designed to break down the students current learning objectives into tasks that student can practice and master at home. As well as provides educational videos for parents and students to better understand their student disability, accommodations and the IEP process.

Task Completion:

- Task 1: Track Motivation Reward System
 - Parent would login to IEP RESOURCE
 - Click on the motivate tab
 - Review the graphs which can be sorted by pts. per category, day, teacher ect. as well as graph data daily, weekly, monthly, quartely, and yearly.
 - The parent can also download a any of these custom reports which include the raw data and awarder's comments.
 - IEP tracker keeps a record of the raw data, points earned, points spent, current and past incentives.
- Task 2: Mini Lessons and Accommodations
 - Parent would login to IEP RESOURCE.
 - Click on the Lessons and Accommodations tab.
 - Select the objective they would like to support
 - A drop down menu of tasks related to this objective would be displayed to the parent and which time they would select one or more task.
 - The corresponding mini lessons with recommended accommodations would be shown in the viewing window for the parent
 - The parent could then select the lessons they would like their child to work on and they would show up in left hand dashboard under mini lessons & accommodations
 - A record is kept in IEP tracker of all mini lessons selected by the parent and completed by the student
- Task 3: Video Tutorials
 - Parent would login to IEP RESOURCE.
 - Click on the How To's tab.
 - In the Search bar enters " IEP Meeting"
 - Select the video in their language of preference
 - Views the video
 - A record is kept in IEP tracker of all video watched
- Task 4: IEP info tracker
 - Parent would login to IEP RESOURCE.
 - Click on the How IEP tracker.
 - Download one or more documents into a pdf file they would like to share with the current school as well as custom timelines to simplify the information and efficiently communicate the important aspects of the students IEP record.
 - Or the parent could send a share request and grant read, write, and/or edit access to anyone they wish to collaborate with.

IEP RESOURCE

Amir earned 100pt today!
 * 25pt for accommodation use
 * 25pt for task completion
 * 25pt for mini lesson completion
 Amir completed his screen time

67pt

Assignments due this week

Mini Lesson Navigator

IEP TRACKER

- New IEP updated
- Meeting 12/7/2014
- New message from IEP teacher

How to videos:

What is an IEP

Exclusive hearing process

Motivate | **Lessons & Accommodations** | **How to's** | **IEP TRACKER**

Total Pts: 675pt

NEW SPENDING OBJECT

By: **Commodity** | **Working** | **TRENDS** | **Reports** | **Download**

day out

Monday daily

Accommodation Use

Home work Completions

Mini Lesson Completion

SPS SOURCE

More to try

VIEW TO BOTTOM

Award:

Spend:

Rewards Items at this level:

New Spending Request ID

Categories accommodation use, home work completion, mini lesson completion, other

Motivate | **Lessons & Accommodations** | **How to's** | **IEP Tracker**

Search

task

Lesson

Students IEP objectives

MATH

Writing

Students accommodations

SEARCH

Goal type:

Others:

Mini Lesson 3:

VIEW TO BOTTOM

