iPod Apps to Support Students with EBD

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iReward

iReward By Grembe Inc.

- iReward is a motivational tool for your iPhone, iPod Touch, or iPad

- You can create a star chart or token board to help reinforce positive behaviors using visual rewards.

- Use of motivational charts is not limited to any one group. We all benefit from motivation to achieve our goals! This type of praise or approval can help parents/teachers of typically developing children, children with autism, developmental delays, ADHD, and/or anxiety disorders.

- Custom color backgrounds and tokens (gold and red stars, smileys, check boxes, and gold coins)

- Use camera, pictures loaded on device, or image search to add pictures

- Use two pictures to reinforce a first-then reward

- Record custom audio and/or play keyboard cat video when reward completed

- Options for larger images and text, and for playing sound when adding a token
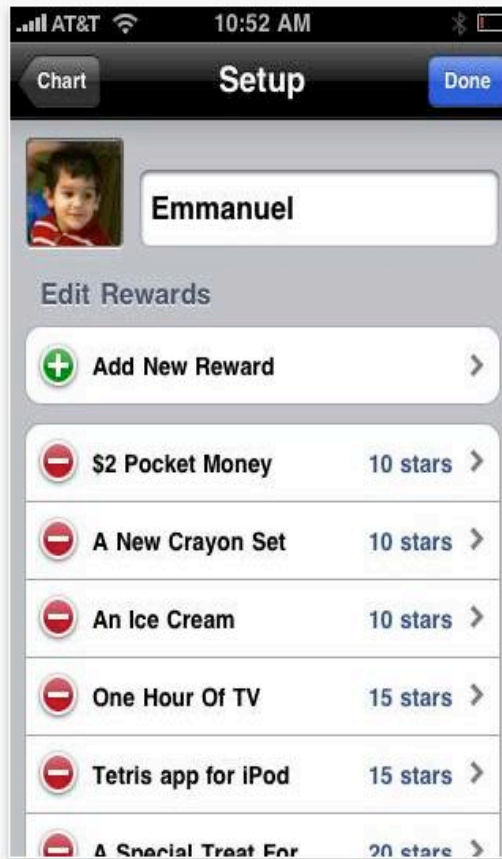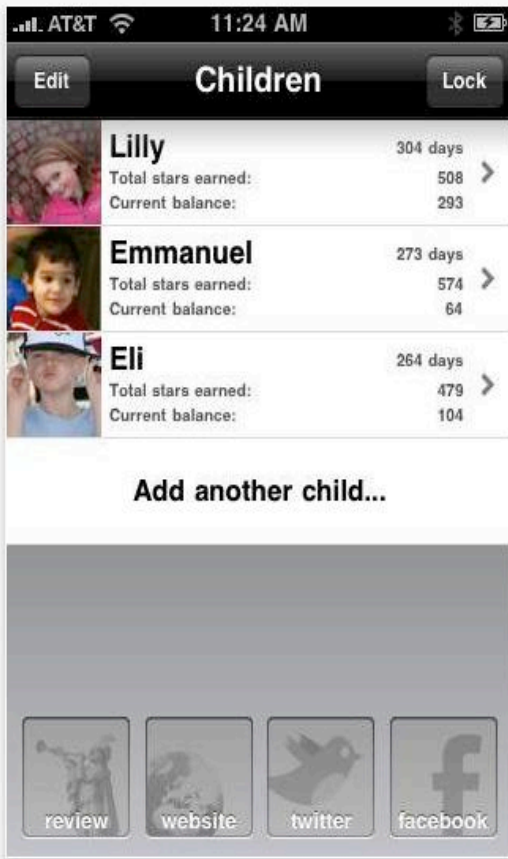
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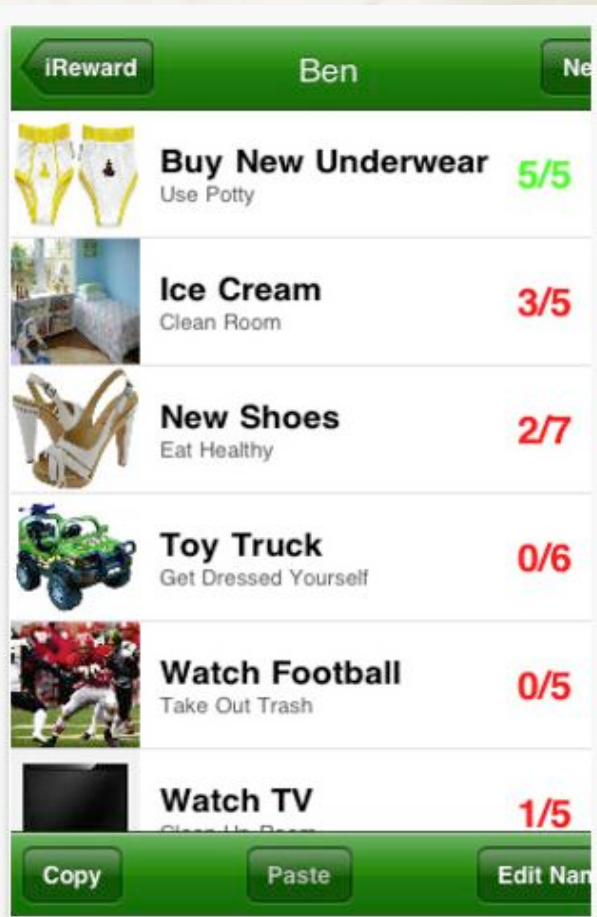
iReward Chart

iRewardChart By Gotclues, Inc

Time Timer

Time Timer By Time Timer LLC

- Time Timer depicts time using a bright red disc that slowly disappears as time elapses.

- **HOW IT WORKS:** 1. Choose a visual Mode (upper-left corner) 2. Set your Timer (lower-left corner). Indicate the minutes and the number of times you'd like the Timer to automatically repeat.   3. Select Options: Time Display, Vibrate, Audible Signal 4. Press Play!

- **3 Ways to Visualize Time:** - 60 Minutes Mode: Here, the circle represents 60 minutes, so you   can quickly gauge how much time you have left. - Custom Mode: Here, the circle will count down any amount of time   you set – up to 11 hours, 59 minutes, 59 seconds! - Clock Mode: Your Timer appears on a real clockface. So, if it's 9:00   and you set a 90-minute Timer, you can watch time elapse until   10:30.

Timer

Timer (version 3.1, Paco Labs)

- The timer can be paused and resumed.
- The timer can be looped (the number of loops being displayed).
- Either elapsed or remaining time can be displayed.
- Various display modes are available.
- The time is displayed in full screen, in the biggest possible way.
- When the timer ends, different actions can be performed (*popup display, screen flashing, alarm sound, looping alarm sound, vibration*)
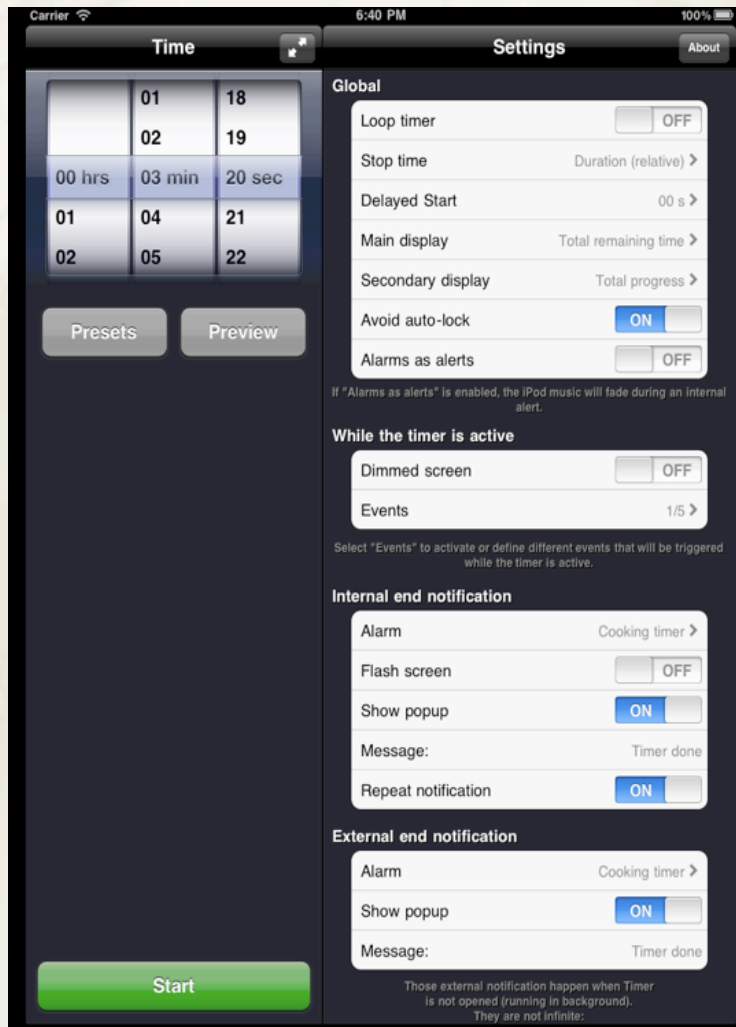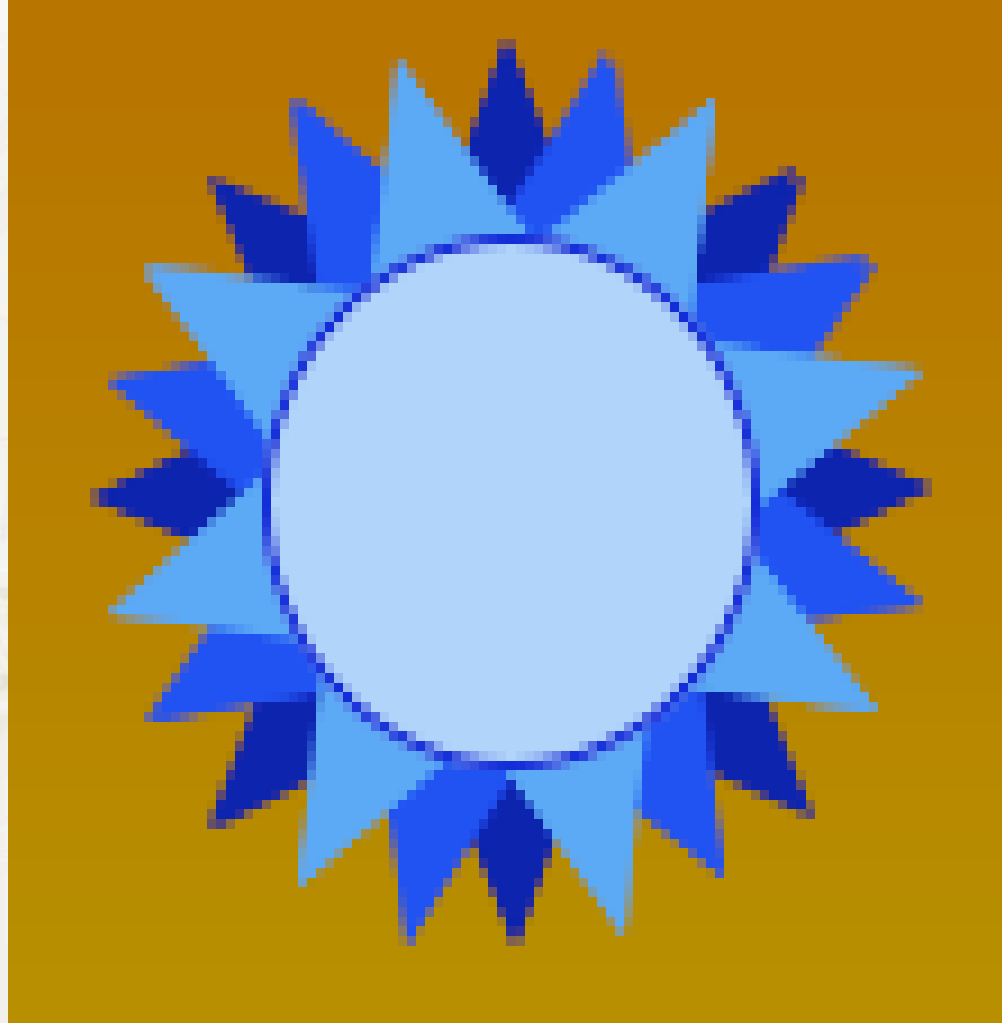
ABS Data By CBTAonline

- Provides quick analysis of up to three behaviors in a simple-to-use application

- Features Include:
  - Three buttons with customizable labels
  - A Stopwatch with the ability to pause a recording
  - Live-updated metrics showing the status of the recorded data
  - Email support to save and share data
 - Data presented in an Excel-compatible standard CSV format

Behavior Tracker Pro

Behavior Tracker Pro By Marz Consulting Inc.

- Behavior Tracker Pro for Autism is an iPhone, iTouch and iPad application that allows BCBAs, behavioral therapists, aides, teachers or parents to track behaviors and automatically graph them.

- Designed by a Board Certified Behavior Analyst and parent of a child with Autism.

- A.B.C. data, Frequency and Duration, High Frequency and Interval data collection are all supported.
- Graph by Frequency, Duration or Rate.

- Export the data for offline manipulation.

- Functional Behavioral Assessments or FBA's are an ideal application for BTP.
- Graphs automatically generated right on the iPhone, iPod Touch or iPad!
- Fully customizable to meet your child or clients needs. Use built in behaviors or add your own.
- BTP was specifically designed to support the behavioral treatment plans for children with Autism however it can be used to track and graph behavior in any field.

iStudiez Pro

http://istudentpro.com/
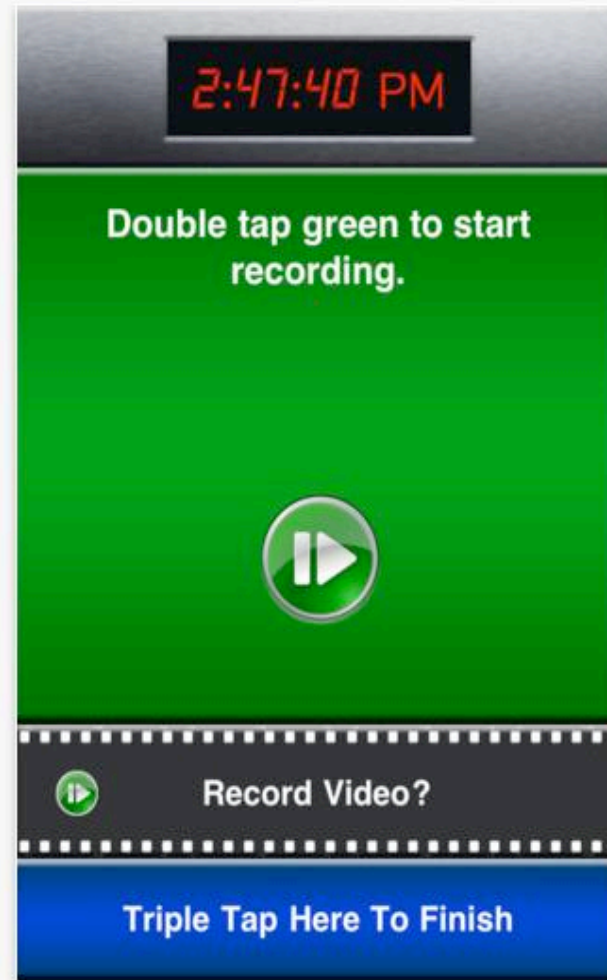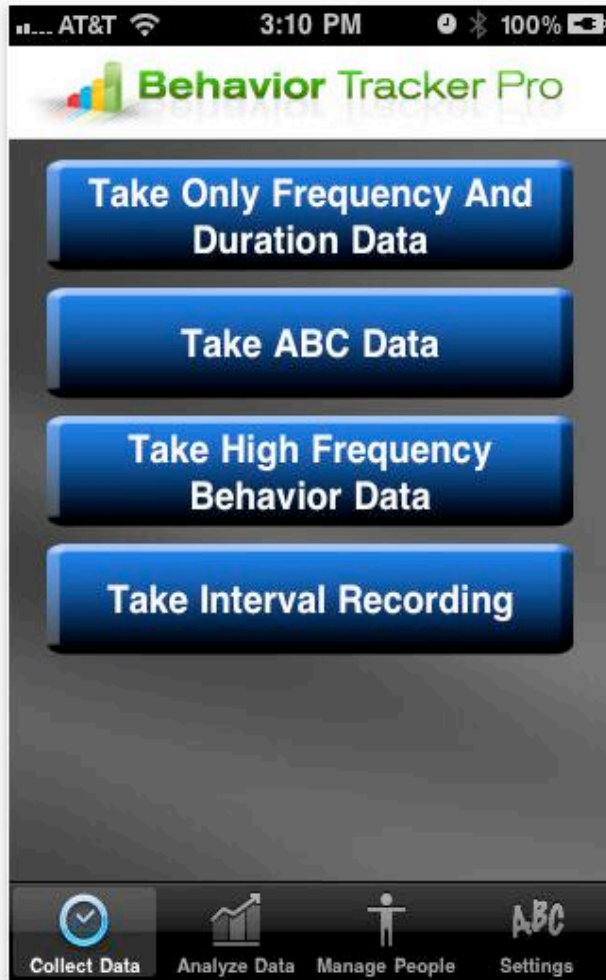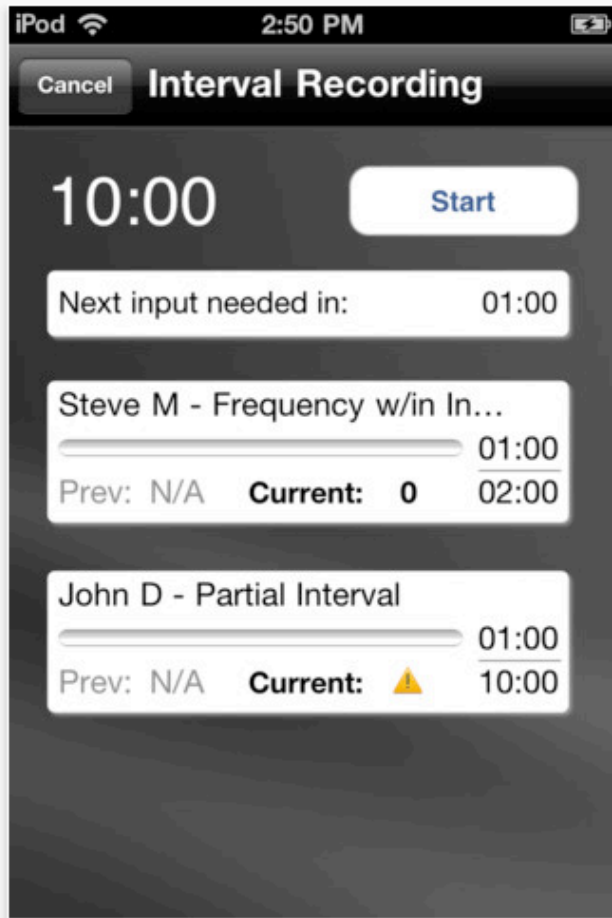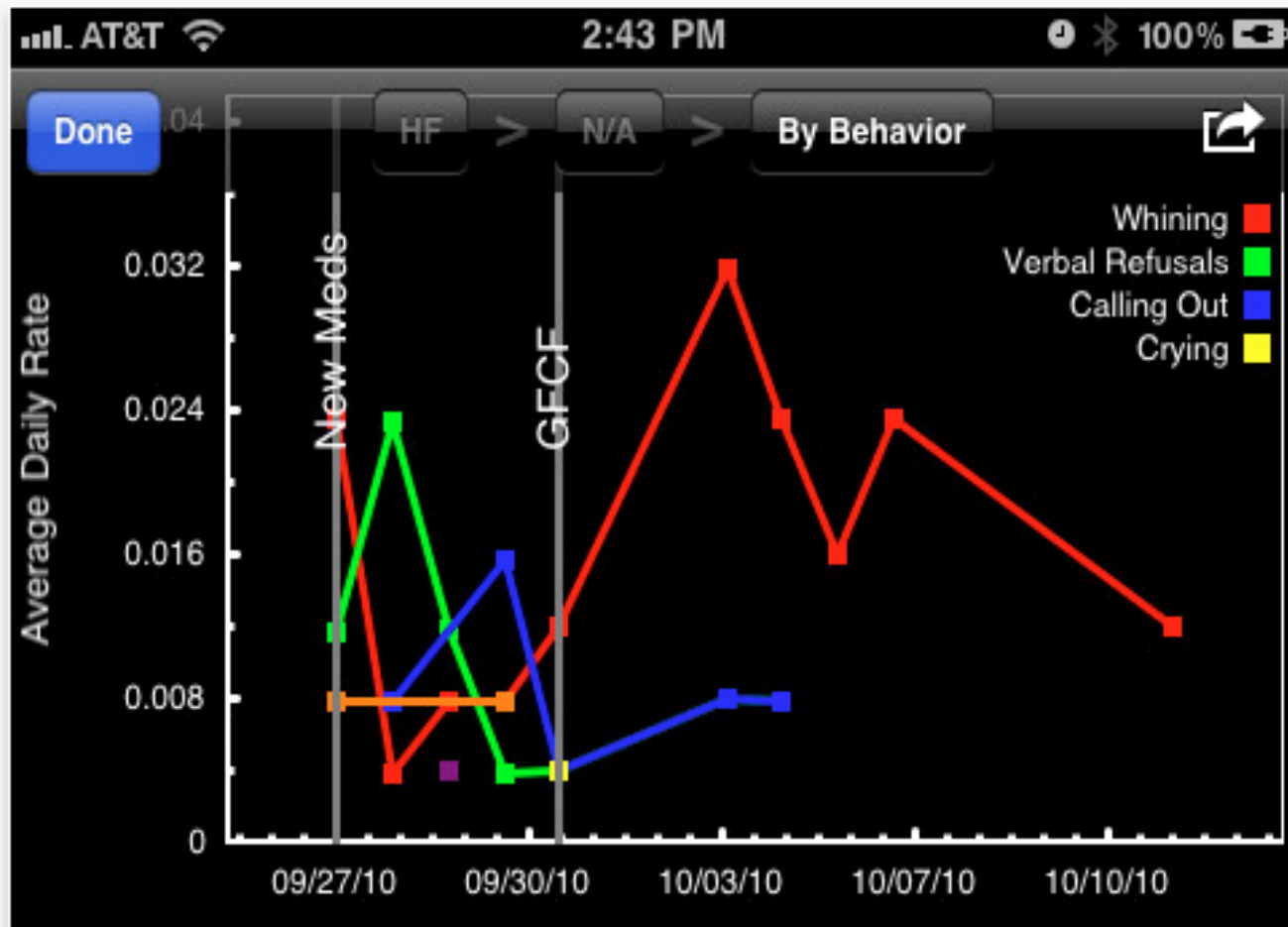
- Assignments and other important information can be organized and sorted by subject, due date, or instructor.
- Notifications can be set up to warn students of upcoming tests or due dates.
- Can be set up to prompt students who take specific actions (e.g., begin an outline, review for a quiz, turn in a completed assignment.
- Capable of "cloud sync" with other devices.

Planner view is your main tool to add and manage your schedule. **Planner** hosts **Semesters**, **Holidays** and **Instructors** major sections.

1. Semesters section

Use **Semesters** section to add/edit your semesters (terms) > courses > classes and exams (finals) and all related details such as class types, dates & times, locations, periodicity etc.
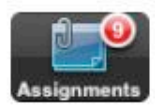

Semesters Section

Current semester with associated courses

Course Schedule

Note: *Classes and exams will only show up in* **Today** *and in* **Calendar** *views when they are input within your semester time frames.*
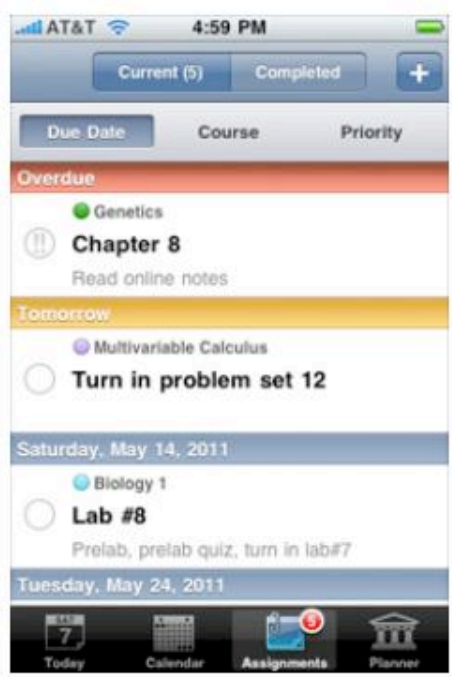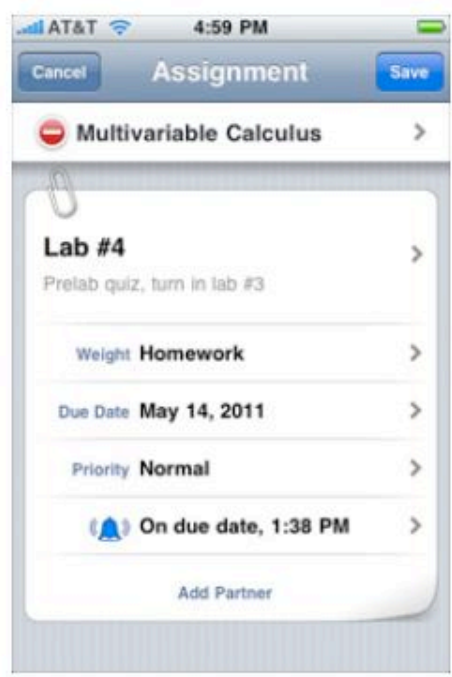
Assignments view

Assignments view lets you add, edit and remove assignments, as well as sort them into **Current** and **Completed** and according to the **Due Date**, **Course** and **Priority**.

Press **[+]** button in the upper right corner of **Assignments** view to start adding assignments. When adding an assignment you can attach it to the **Course** it is related to, set **Due Date** and **Priority** as well as **Add Partner**.

Once added your assignments sit in **Current** section where you can sort them by **Due Date**, **Course** and **Priority**.

Tap any assignment to edit details	*Assignment details view*	*Due date preference view*
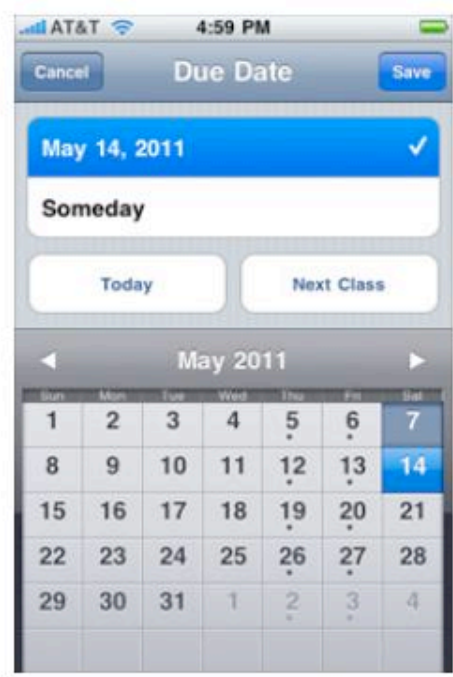
When you've completed an assignment, tap the circle to the left of the assignment once. Doing so will automatically move this assignments to **Completed**

daily homework tracker.doc　　　✕　　　iStudiez Pro Guide　　　＋

Today view

Class Details view

Research in Progress

- Setting
  - Therapeutic day school for high school students with internalizing disorders
  - 40 students in high school program (grades 9-12)
  - 20 students in transition program (ages 17-21)
- Subjects
  - Three high school students with EBD
  - Age 16-17

Brenda

- "agitation" during stressful situations
  - Deadlines for academic work
  - Disorganized materials
  - Prompts to get to work
- Program includes a component that allows them to take a "self time out" to engage in self calming strategies.
- Brenda continued to require extensive prompting and coaching to use coping strategies in stressful situations.
- Sometimes prompts increased her agitation

Video modeling of progressive relaxation

❑ Video sequence recorded using the teacher at the model.

❑ Brenda had an iPod with the video available by touching a "thumbnail" on the home screen.

❑ Most-to-Least prompting was used to prompt the Brenda to watch the video and practice the progressive muscle relaxation exercise in non-stressful situations (Lopata, Nida, & Marable (2006).

❑ She was then be prompted to use the iPod to engage in PMR in the presence of stressful events.

❑ The goal is to eliminate the need for staff prompting (she still requires prompts).

Brenda, Chuck,& Nate

- Problems with organization and homework completion.

- All participate in a "study hall" period in which they have a support person available to help with assignments from their course work.

- Baseline measures using MTS show very low percentages of intervals On Task (10%-30% for Chuck; 5%-25%).

- At the beginning of the study, the students each had an assignment notebooks that was very disorganized. Assignments were often recorded inaccurately or not recorded at all.

Homework Tracker on "Google Docs"

- The teachers agreed to enter homework assignments onto an assignment sheet on "Google Docs".

- Since the document is saved onto the Google server rather than a computer hard drive, any edits or changes to the assignment sheet will be seen immediately by anyone viewing the document.

- At the beginning of the study hall period, the students were prompted to access the assignment sheet by touching a "thumbnail" on the home page of their iPod's.

- The iPod will then automatically connected via the school's Wi-Fi and download the current assignment sheet.

- Assistance was faded over time until the students are entering assignments onto Google Docs.

http://youtu.be/6_hJ3R8jEZM

November, 29, 2011

Assignment Tracker

Subject	Assignment	Due
1. US History	Continue and finish "Glory" w/wkst Watch United Streaming: "Life and Times of Abraham Lincoln" (13 mins) Homework: 11.1 and 11.2 Quiz	11/30 12/2
2. Communications Instruction	Define Ch. 9 Vocabulary Words on pg. 141 9.1 and 9.2 wkst	11/29 12/1
3. Geometry	4.4 workbook and activity 4.5 workbook and activity	11/30 12/2
4. Social Developmental Instruction		
5. Chicago Literature	Raisin in the sun final project options (select one) I. Write a 2 page double spaced biography of the author 2. write a new ending to the story. 2page double spaced 3. create an original piece of art depicting a scene in the story. Write 1-2 paragraphs on why you selected this scene 4. create a 3D scene from the story Write 1-2 paragraphs on why you selected this scene Raisin in the sun final project options (select one) I. Write a 2 page double spaced biography of the author 2. write a new ending to the story. 2page double spaced 3. create an original piece of art depicting a scene in the story. Write 1-2 paragraphs on why you selected this scene 4. create a 3D scene from the story Write 1-2 paragraphs on why you selected this scene Raisin in the sun final project options (select one) I. Write a 2 page double spaced biography of the author 2. write a new ending to the story. 2page double spaced 3. create an original piece of art depicting a scene in the story. Write 1-2 paragraphs on why you selected this scene 4. create a 3D scene from the story Write 1-2 paragraphs on why you selected this scene	11/29 12/1 12/2
6. Physical Education		
7. Creative Art		

Getting Organized

- Video was approximately 2 ½ minutes long.
- Showed one of the teachers (playing the role of a student) going through a series of steps to prepare to work independently.
- A narration provided additional information and described each step as it was being modeled.
  - Open the Assignment Tracker (on the iPod).
  - Select an assignment to complete
  - Write down the important information.
  - Read the directions for the assignment
  - Ask questions if you don't understand
  - Get any materials that you need
  - Begin work when you are ready.

Self monitoring for On Task

- The procedure for self-monitoring was demonstrated to each student at the beginning of the study through video modeling on an iPod.

- After viewing the video during the first two sessions, the students continued to self-monitor with only occasional prompts or reminders.

- The "Timer" or "Productivity Helper" application provided an auditory cue for students to self-record if they were "working" or "not working."

- The students were very accurate in their self-recording throughout the study.

Work Completion

Yes		No
☐	1	☐
☐	2	☐
Break		
☐	3	☐
☐	4	☐
Break		

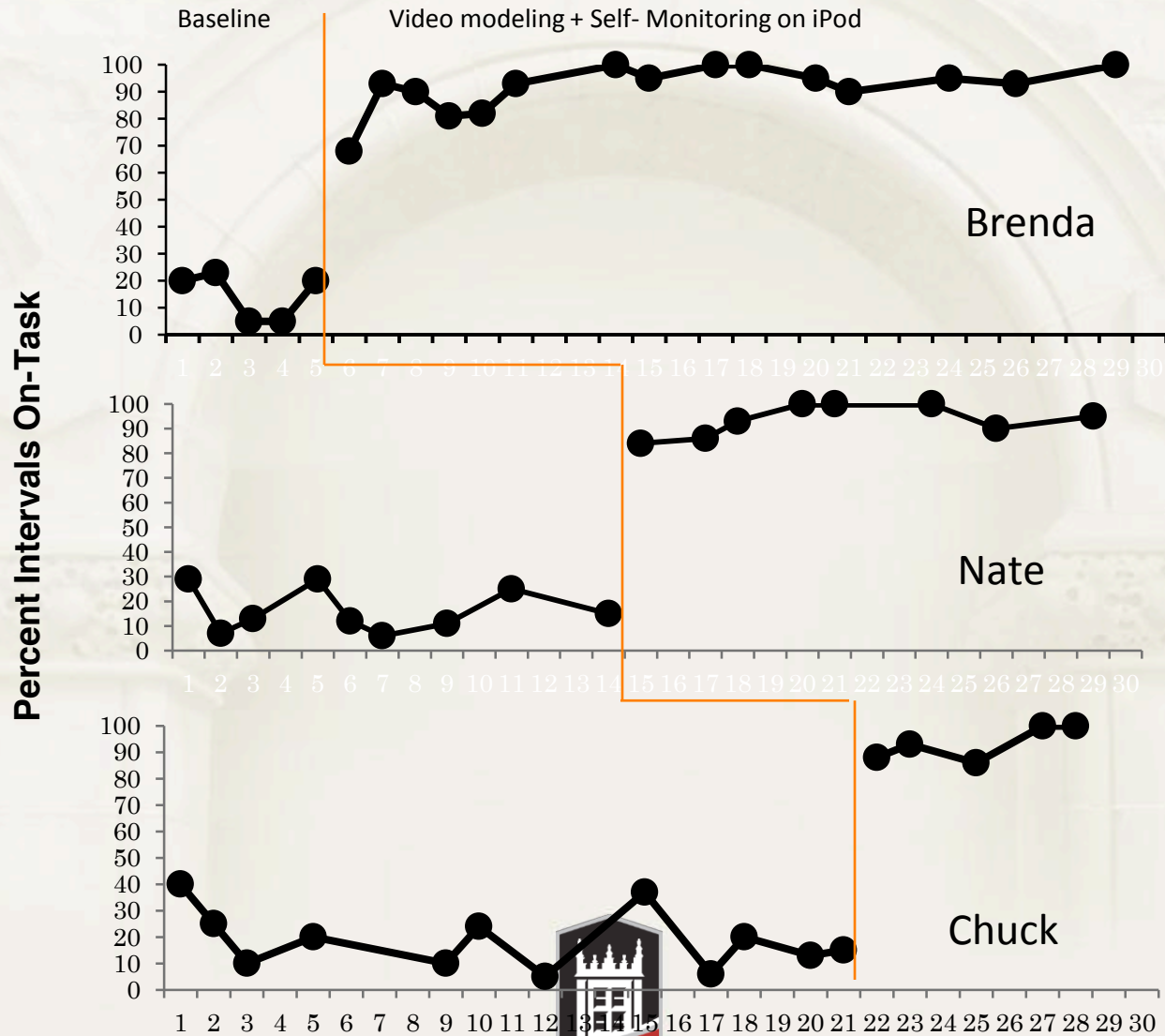# Getting stuff done

Results

- Each student showed a clear immediate increase in the percentage of intervals on-task once the intervention was put in place. In addition, the students showed increases in other behaviors such a asking questions and independently asking to get more materials if an assignment was completed. The students also showed a decrease in behaviors associated with avoiding or delaying academic work.

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