

I-CONNECT: WEB-BASED SOLUTIONS TO SELF-MANAGEMENT AND SUPPORT CONNECTIONS FOR HIGH SCHOOL STUDENTS WITH LEARNING OR EMOTIONAL/ BEHAVIORAL DISORDERS

Howard Wills /

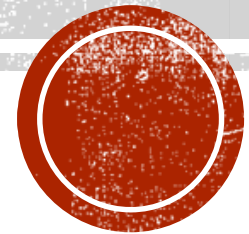
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Juniper Gardens Children's Project

The University of Kansas



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OVER 50% OF

**HIGH SCHOOL STUDENTS
WITH**

**EMOTIONAL/BEHAVIORAL DISORDERS OR
LEARNING DISABILITIES**

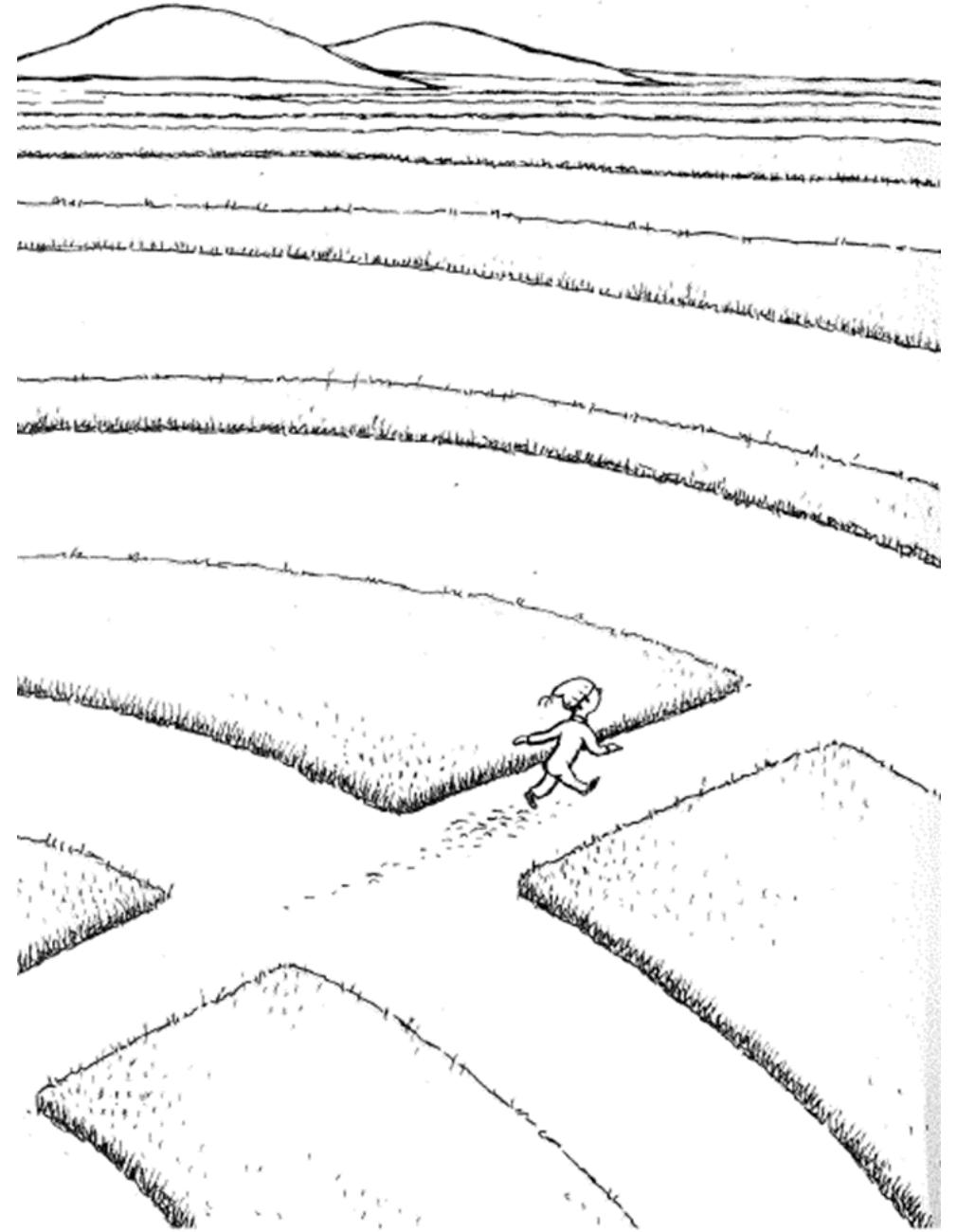
DROP OUT



STUDENTS NEED SUPPORT



STUDENTS NEED DIRECTION



WHO IS SUPPORTING THEM?
WHO IS DIRECTING THEM?



**I-CONNECT:
MENTORING + SELF-MONITORING = IMPROVED
OUTCOMES**



**STUDENTS WITH LD/EBD OFTEN HAVE
DIFFICULTY**

**MANAGING
PLANNING
ORGANIZING**



NO SCHOOL

NO SUPPORT/ SERVICES

JOB PROSPECTS 

CRIMINAL ACTIVITY 

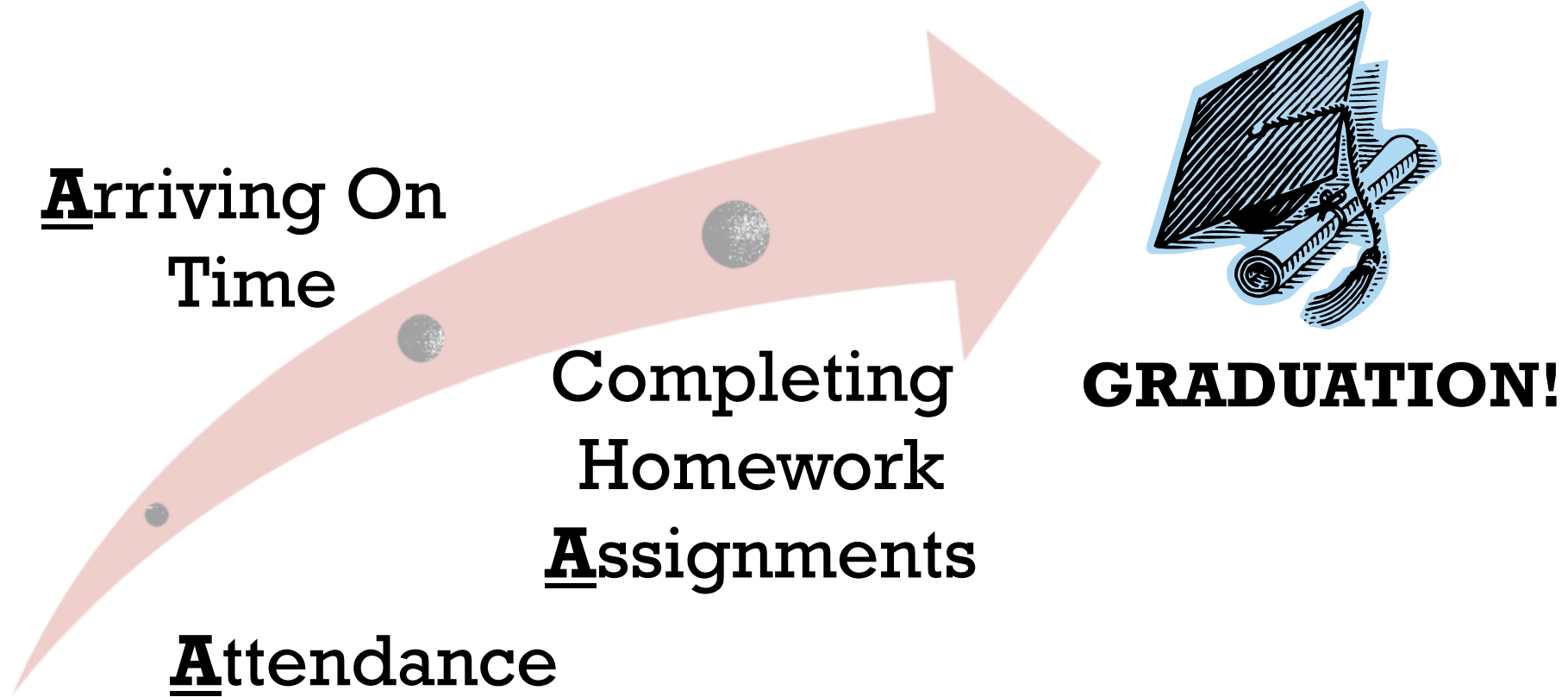
SUBSTANCE ABUSE 



**BUILDING TOWARDS GRADUATION ONE
DAY AT A TIME**



A GOOD DAY TOWARDS GRADUATION



SELF-MONITORING

- OBSERVE AND RECORD



BENJAMIN FRANKLIN

1. Temperance
2. Silence
3. Order
4. Resolution
5. Frugality
6. Industry
7. Sincerity
8. Justice
9. Moderation
10. Cleanliness
11. Tranquillity
12. Chastity

TEMPERANCE							
<i>Eat not to dulness.</i> <i>Drink not to elevation.</i>							
	S	M	T	W	T	F	S
T							
S	✓✓	✓		✓		✓	
O	✓	✓	✓		✓	✓	✓
R			✓			✓	
F		✓			✓		
I			✓				
S							
J							
M							
Cl.							
T							
Ch							
H							



Develop a data collection method

- A method appropriate to use with target behavior, student's age and ability, reading level, and fine motor skills
- Cues can be done through audio beeps, picture cues, or verbal prompts
- Student can collect data using counting chips, sticker charts, tally marks, etc.
- Low and High Tech Recording Cueing



EXAMPLE: HOW MANY TIMES DOES THE BEHAVIOR TAKE PLACE?

- Nina puts a chip in her cup each time she raises her hand
- Levi writes a tally mark each time he turns in an assignment



Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



EXAMPLE: DID THE TARGET BEHAVIOR TAKE PLACE WITHIN A SPECIFIC TIME PERIOD?

- After each period Taylor decides if she used a quiet voice and marks her chart
- Evan's timer beeps every 10 minutes. If he is in his seat the whole time he draws a smiley face on his sheet.

Taylor will use a quiet voice.		
Math	+	
Reading		-
Writing		-
Art	+	

1:00	2:00	3:00
1:10	2:10	3:10
1:20	2:20	3:20





EXAMPLE: IS THE BEHAVIOR TAKING PLACE AT A SPECIFIC TIME?

- Mrs. Smith signals Evan every 5 minutes by raising her hand. If Evan is focused on the teacher he sees the sign and adds a sticker to his card.
- Jerry has a small timer at his desk that vibrates every 4 minutes. He marks his sheet if he is in his seat when it vibrates.






Am I in my seat when the timer vibrates?		
Time	Yes	No
4.00	+	
8.00	+	
12.00		-
16.00	+	
20.00		





EXAMPLE: AM I ORGANIZED AND PREPARED?

- Each time a class begins Julie checks to see if she was ready for class.
- At the beginning and end of the school day Mark completes an organizational checklist.

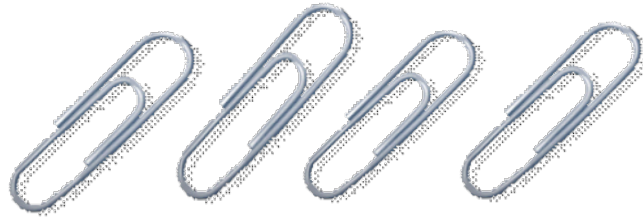
Am I ready for class?			
	Math	Reading	Science
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>		
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Am I ready to go home?	
	Done
I check my planner to see what classes I have homework in.	<input checked="" type="checkbox"/>
I have any text books needed to complete homework assignments.	<input checked="" type="checkbox"/>
I have any worksheets needed to complete homework assignments.	
I have a pencil and paper in my back pack.	



NO TECH- RECORDING SYSTEMS

- Using clicker devices
- Using charts
- Moving paper clips from one pocket or side of desk to the other
- Moving rubber bands from one wrist to the other



LOW TECH CUEING DEVICES

- Timers or watches

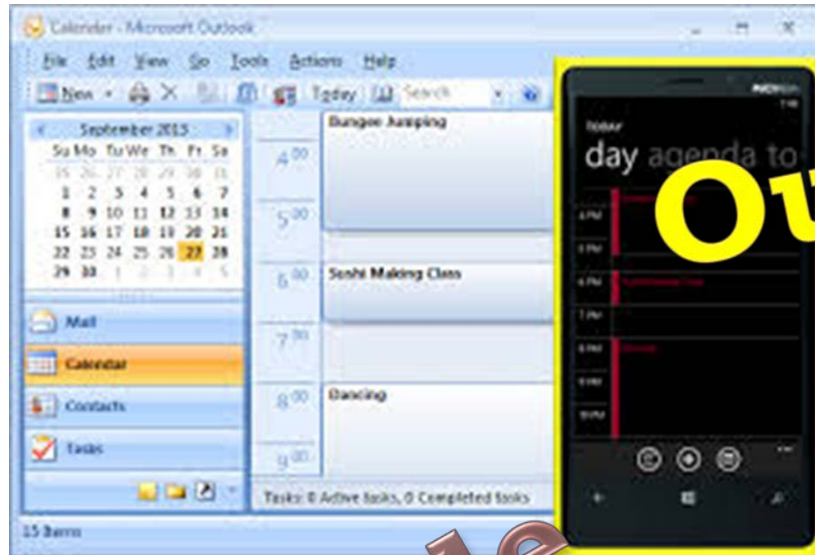


LOW TECH CUEING DEVICES

Wristwatches with beeping /vibrating alarms



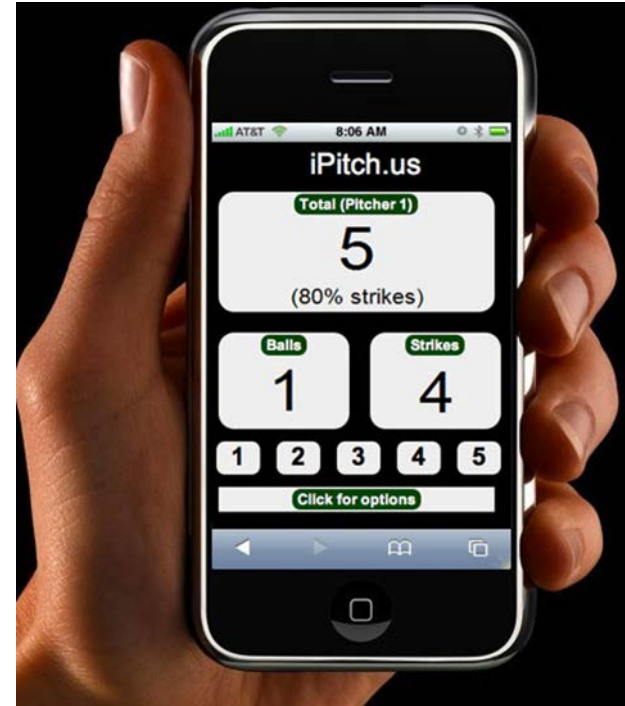
LOW TECH CUEING/RECORDING DEVICES



Outlook

Google

Dropbox



STRATEGYTOOLS.ORG

Customize Forms to Print and Use

Including Topics:

- Getting Organized
- Organizing and Learning New Information
- Solving Personal Problems (monitoring card)
- Moving into the Future (action planner)



MENTORS...

Over 75% of America's children say family members, family friends, teachers, coaches, and community leaders are their role models...

THESE STUDENTS NEED ONE>>>



VIDEO OVERVIEW OF I-CONNECT

- WWW.imonitor.ku.edu



VIDEO EXAMPLE OF H.S. PRIOR TO I-CONNECT



VIDEO EXAMPLE OF H.S. STUDENT WITH I-CONNECT



STUDENT TESTIMONIALS



WHY DID YOU DROP OUT???

(NATIONAL DROPOUT PREVENTION CENTER)

% REPORTED

Did not like school **51%**

**Could not get along w/
teachers** **35%**

**Could not get along w/
students** **20%**

Felt I didn't belong **23%**

**Could not keep up with school
work** **31%**

Was failing school **39%**



Why Did You Graduate

I-CONNECT

Linking one successful day to another

Persistent Mentor

Self-monitoring



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