



Using Web Apps to Promote IEP Self-Direction by Transition Students with Cognitive Disabilities

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Cognitopia

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Eugene 4J School District

Acknowledgements

This work has been supported in part by grant funding from:

- U.S. Department of Health and Human Services, Administration on Community Living, National Institute on Disability, Independent Living, and Rehabilitation Research Award Numbers 90BI0008 and 90IF0080
- U.S. Department of Education, Institute for Education Sciences Award Number R324A160252

The content and views expressed are solely the responsibility of the author and do not necessarily reflect the official views of the funding agency.

Outcomes for Today

- ❑ Gain a better understanding of how to utilize web apps for IEP self direction
- ❑ See how the Eugene 4J Connections program uses software for developing **web-based portfolios and individualized goal management**
- ❑ Demonstrate how students utilize their **portfolios to connect** with team members and community-based agencies
- ❑ **Look at initial data from a year long program**



Participatory design and collaboration...



4J Connections Program

- 18 to 21 year old students.
- Graduated with Modified Diploma, GED or No Diploma.
- Wide Range of Disabilities (Learning Disability, Cognitive Impairment, Autism Spectrum Disorder, Emotional Disability, Visual/Hearing Impairment).
- Serve as a bridge to adult agencies and the community.

Connections Program Advocate Model

- Students meet with Connection staff member once a week
- Students work on goal management, budgeting, problem-solving, social skills, and connecting with adult agencies
- Student-directed approach to transitioning

Student-Directed Approaches

- Involve students in the development of their IEP's, transition planning and assessment
- Encourage students to set their own goals
- Utilize universal design and technology to accommodate for unique learning styles

How ePortfolios Can Enhance Self-Direction



- A content management system for students to utilize for IEP planning and ongoing transition assessment
- Individualized to reflect unique strengths, interests, preferences, and needs
- A student-centered planning tool for collaboration with IEP teams

What is Ongoing Transition Assessment?

- *Continuous* process that:
 - Requires collecting data on individual strengths, needs, preferences, and interests
 - Relates to the individual's current and future working, educational, living, and personal and social environments
 - Should involve both formal and informal assessment activities
 - Is ideally student-directed

Collaborating with Cognitopia

- Build an essential platform of self-management apps across the lifespan
- Maximize independence and self-direction
- Facilitate support as needed, or not needed
- Improve transition at all levels through *student-directed applications*

Cognitopia Apps

The screenshot displays the Cognitopia Apps interface. At the top left, a user profile for 'Tom' is visible. A purple sidebar on the left contains the following navigation items: Dashboard, Notifications, Profile, Relationships (with a '2 new' badge), Support Hub (with a '17 new' badge), Help, Feedback, Apps, and Settings. The main content area is titled 'Apps' and features a section for 'Your Installed Apps'. Three app cards are shown: 'Goal Guide' (Track and share progress on your goals with your circle), 'My Life' (Manage your digital portfolio of accomplishments and milestones), and 'DO' (Simply see what goals are up next). Each app card includes a 'LAUNCH' button and an 'Uninstall' link.

Tom

Dashboard

- Notifications
- Profile
- 2 new Relationships
- 17 new Support Hub
- Help
- Feedback
- Apps
- Settings

Apps

Your Installed Apps

Goal Guide
Track and share progress on your goals with your circle
LAUNCH
Uninstall

My Life
Manage your digital portfolio of accomplishments and milestones
LAUNCH
Uninstall

DO
Simply see what goals are up next
LAUNCH
Uninstall

Cognitopia Connect: Core Features

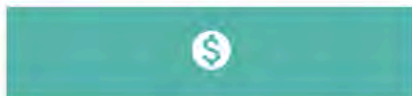
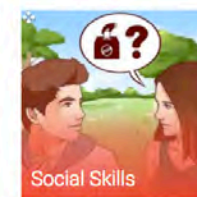
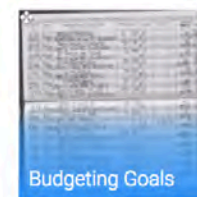
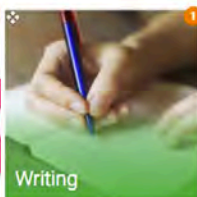
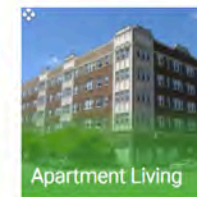
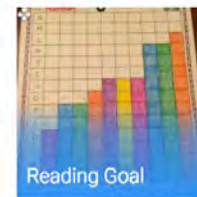
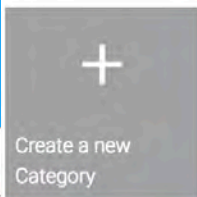
- Focus on self-management skills that lead to *self-determination*
- Universally accessible UX/UI design
- Integrated task analysis and video modeling
- Powerful reminders and status notifications
- *Shared* information management
- Understandable progress data
- Support teacher and family roles
- State of the art web-based technology - platform agnostic

Cognitopia Apps

Mr. Tobias

Dashboard

- Notifications
- Profile
- Relationships
- Support Hub
- Help
- Feedback
- Apps



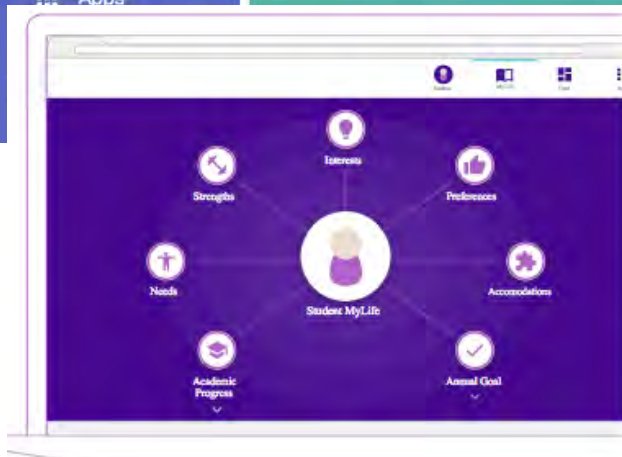
Team Chat

Support team

mobility report

My Life

Goal Guide

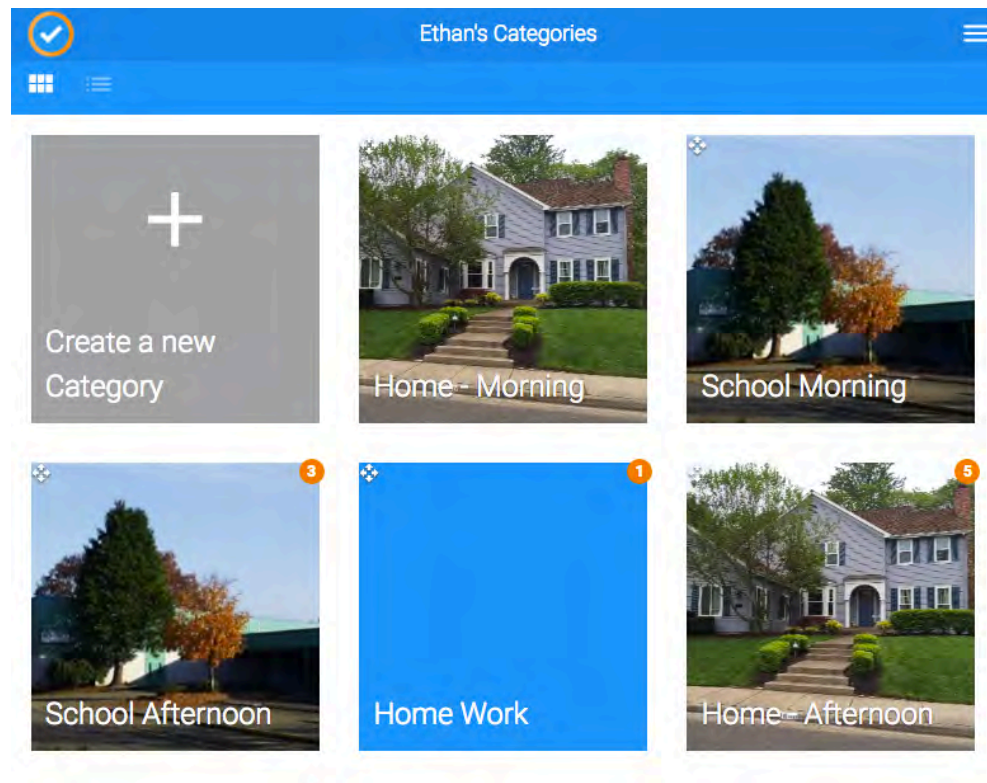


Goal Guide



- Easy goal creation and tracking
- Array of reminders and notifications
- Track progress with simple graphs
- Work in *teams*
- Positive behavior support
- Use for scheduling
- Use for activity prompting

Goal Guide for Scheduling



Scheduling Tool



Home - Morning

Complete morning routine independently.



Wake up



Eat breakfast



Take medicine



Brush teeth



Get dressed



Put on socks and shoes



Get backpack and lunchbox



Get in car



School Morning

Provided By Your Parent Laura



+ Add a New Goal



Walk to Band in Room B-3



Beginning Band



Walk to Language Arts in Room A-11



Language Arts



Snack and Bathroom Break / Walk Back to Math i...



Math



Walk to Cafeteria for Lunch



Lunch



Activity Prompts

The screenshot shows a mobile application interface for a daily schedule. At the top, there is a blue header with a back arrow on the left and a menu icon on the right. Below the header, the title 'School Morning' is displayed next to a small landscape photo. To the right of the title, it says 'Provided By Your Parent Laura' and shows a profile picture of a woman. Below this, there is a 'Due Date' icon. The main content is a list of activity prompts, each with an icon on the left and a progress indicator on the right. The prompts are: 'Add a New Goal', 'Walk to Band in Room B-3', 'Beginning Band' (with a checklist of six items: 'Put band binder on your music stand', 'Go get trombone and put trombone together in the cafeteria', 'Put trombone case on the shelf in the cafeteria', 'Bring trombone to band room and sit in assigned seat', 'Look at board for the warm up assignment', 'Listen to Mr. Nansel and participate in class', and 'Pack up instrument and backpack and get ready for your next class, which is Language Arts with Ms. Linda'), 'Walk to Language Arts in Room A-11', 'Language Arts', and 'Snack and Bathroom Break / Walk Back to Math in Room...'. Each prompt has a progress indicator consisting of a person icon, a number of people (1 or 2), and a checkmark.

← School Morning Provided By Your Parent Laura

🕒 Due Date

+ Add a New Goal

🚶 Walk to Band in Room B-3

🎺 Beginning Band

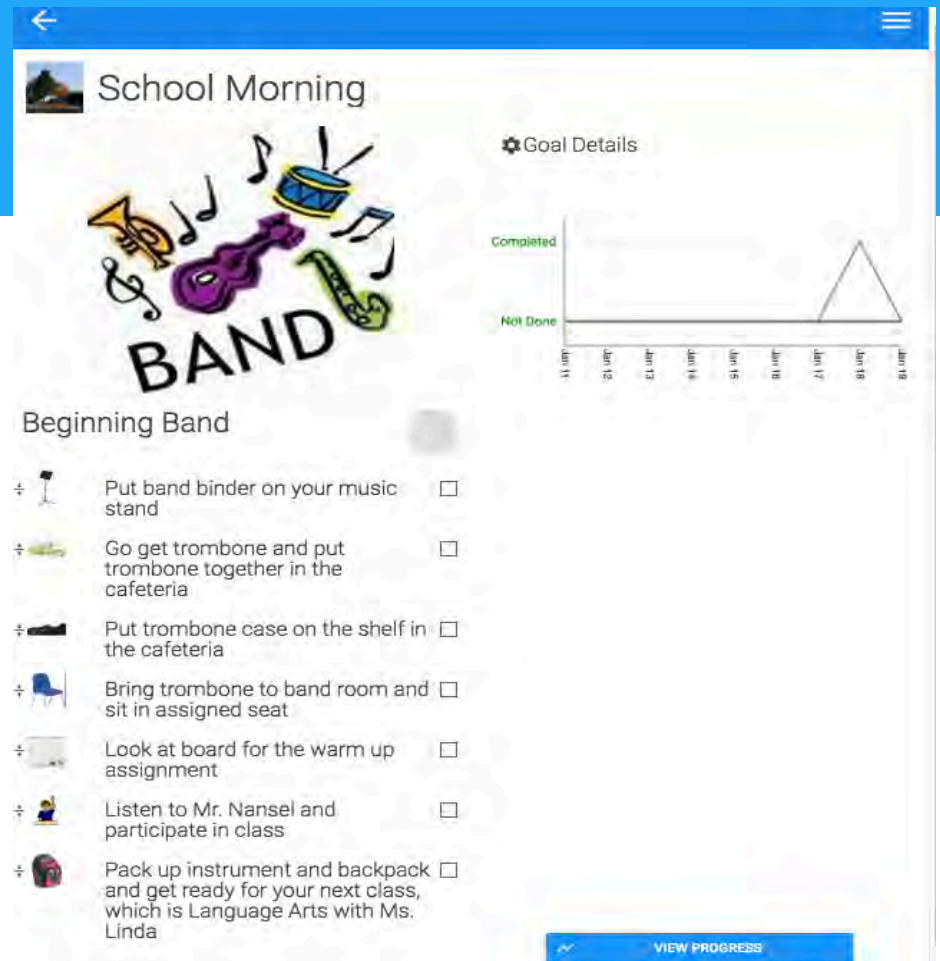
- 📁 Put band binder on your music stand
- 🎺 Go get trombone and put trombone together in the cafeteria
- 🎺 Put trombone case on the shelf in the cafeteria
- 🎺 Bring trombone to band room and sit in assigned seat
- 📄 Look at board for the warm up assignment
- 🎧 Listen to Mr. Nansel and participate in class
- 🎒 Pack up instrument and backpack and get ready for your next class, which is Language Arts with Ms. Linda

🚶 Walk to Language Arts in Room A-11

📄 Language Arts

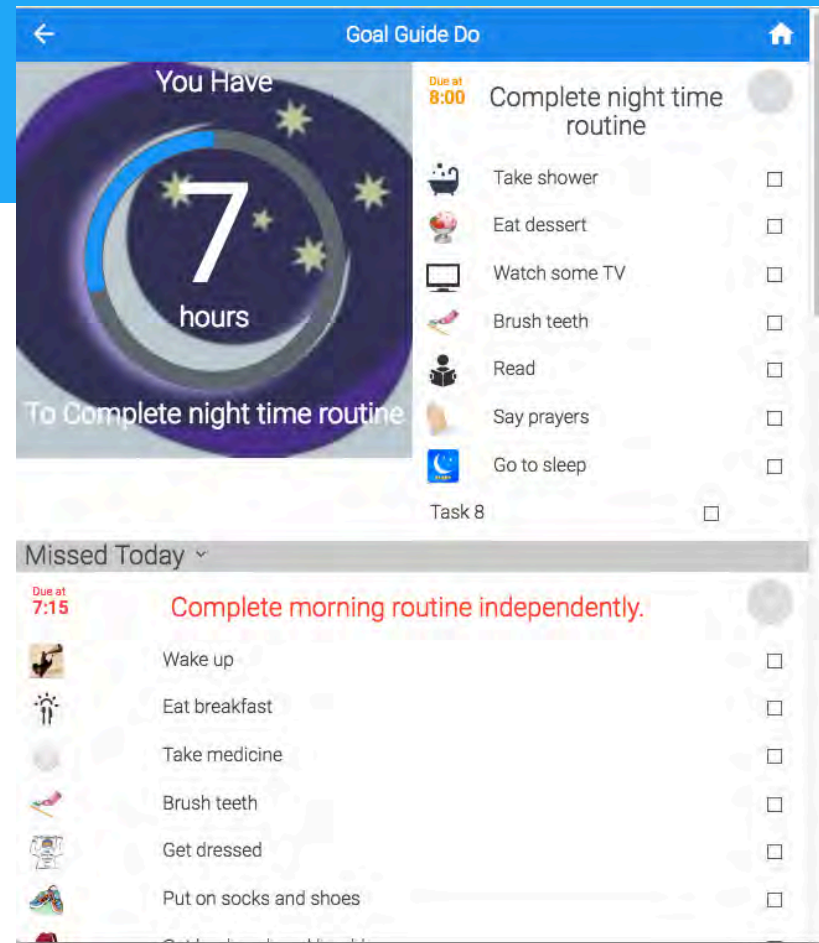
🚶 Snack and Bathroom Break / Walk Back to Math in Room...

Goal Details



Do Mode

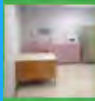
- What's next?
- How long do I have?
- What have I missed?



Goal Guide for Task Prompting



- Students work in a convenience store in the Connections building
- Two Students work each shift
 - Cashier
 - Courtesy Clerk
- Students are independent while working.
- How do we know students are completing tasks?



Work Crew Tasks 11/4/15



Clean Counters and Floor in School Store

UPDATE

- Sweep Floors with Dustpan And Broom
- Clean Counter and Sink with Spic and Span and a Paper Towel
- Clean Microwave with Water and A Paper Towel
- Mop Floors with Bucket and Water

School Store

Cashier Responsibilities


1. At 11:55 am, Put the Till, Give a Penny/Take A Penny and Price List on The Desk and Unlock.
2. At 11:55 am, make sure you have enough change and \$1 bills in the till. If you do not, tell Josh
3. Once the store is open, log each transaction on the transaction log


Courtesy Clerk Responsibilities

1. At 11:55 am, make sure all items are neatly placed on shelf
2. At 11:55 am, clean up and messes or spills. Make sure carpets are placed neatly on the floor
3. At 12:00 pm, open the door and announce the store is open! Turn the closed sign around to open









Cooking class


- Graphic and video options
- Remote support options
 - * text, email, mms, app
- Individual or team goals

 Mod Your Recipe: Cook Independently!

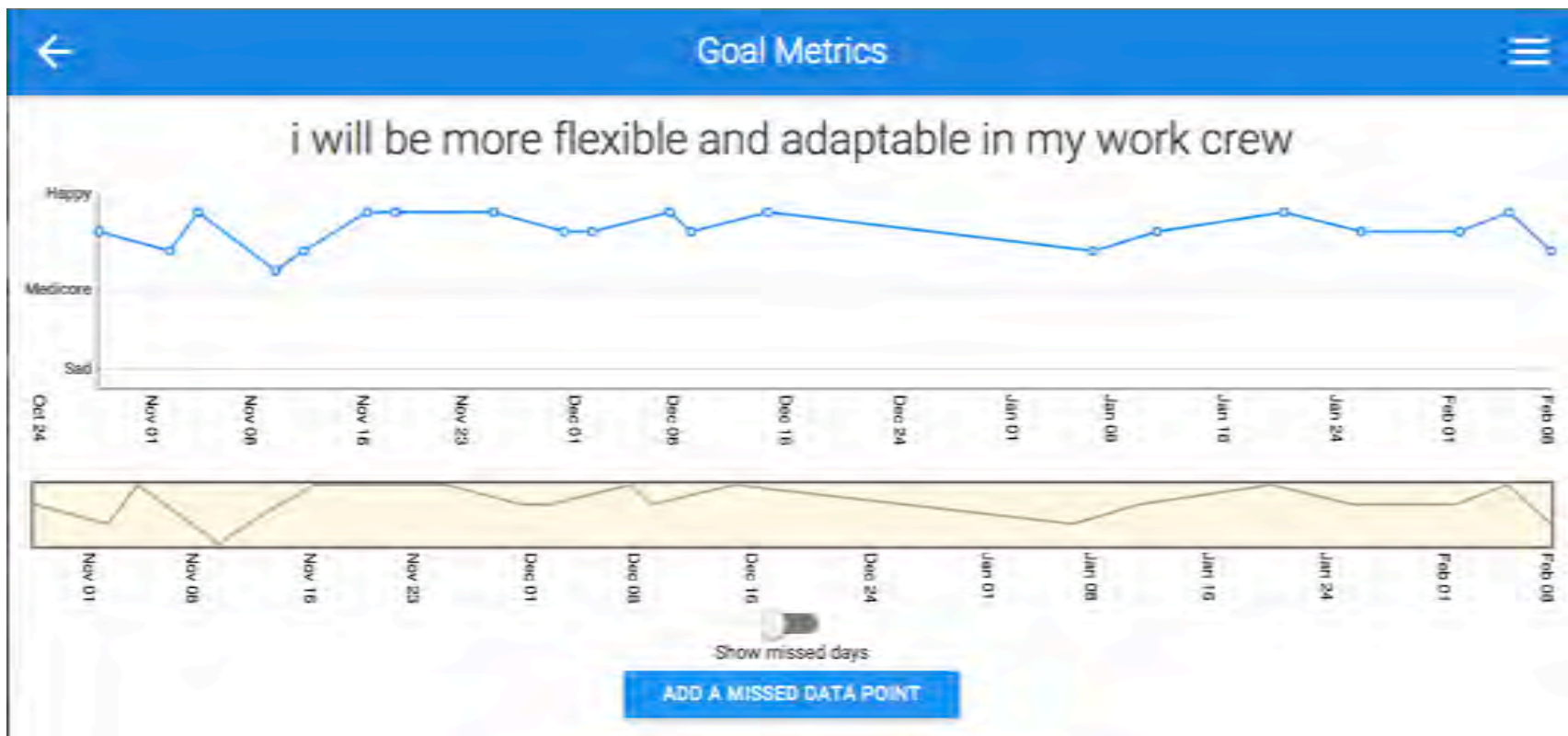
 [Goal Details](#)

Homemade Egg McMuffin:
Week of January 23-January 27

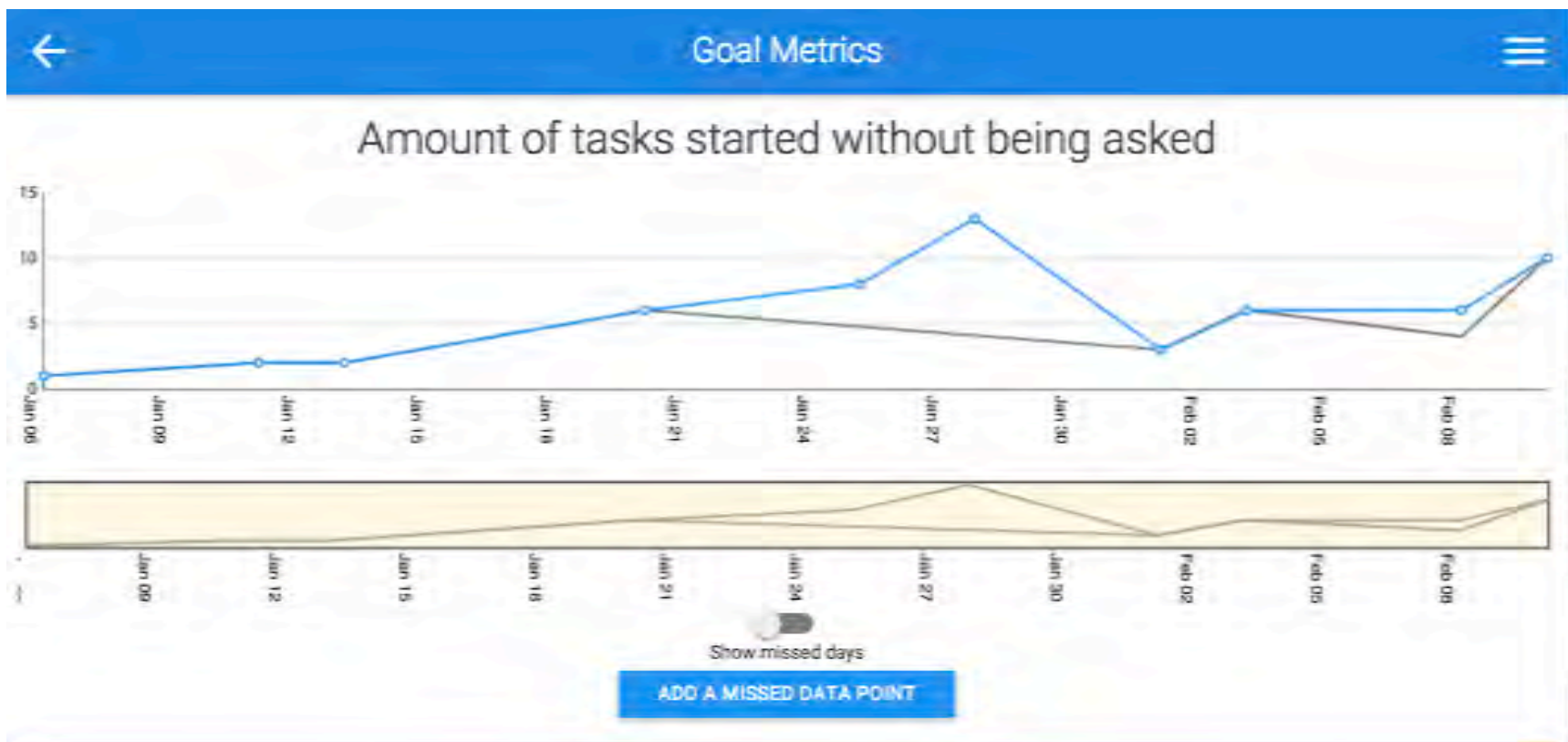
-  1. Wash Hands
-  2. Watch Egg McMuffin Recipe Video
-  3. Gather Tools Needed For Recipe: Large Frying Pan, Spatula, Bowl (if you want to use a bowl to crack the egg), Plate, Butter Knife,
-  4. Toast English Muffin In Toaster
-  5. Fry Your Egg. Note: The video uses egg rings. We do not have egg rings in our kitchen. We will be frying an egg for our sandwich. See video
-  6. Wash hands after cracking egg
-  7. Once Egg is cooked, remove from pan and place on plate
-  8. Your English Muffin should be finish toasting. Take English Muffins out of



Progress Tracking



Self-Monitoring



Routines to Support Work

The screenshot shows a mobile application interface for 'Matt's Work Goals'. At the top, there is a red header bar with a profile picture of a man, the text 'Matt's Work Goals', a pencil icon for editing, and a 'Due Date' label with a clock icon and a search icon. Below the header is a list of routines, each with a plus sign on the left and a status icon on the right. The routines are: 'Morning Routine' (status: 4 people, 2 items), 'Catch Bus 33 to Chili's by 12:45pm' (status: 3 people, checked), 'Check in at work' (status: 3 people, checked), 'Fold at least 50 place settings' (status: 3 people, 3 items), 'Leave for home' (status: 3 people, checked), and 'Call Tom to check in after work' (status: 1 person, 3 items).


Matt's Work Goals

Due Date

- + Add a New Goal
- Morning Routine
- Catch Bus 33 to Chili's by 12:45pm
- Check in at work
- Fold at least 50 place settings
- Leave for home
- Call Tom to check in after work

Getting Ready to Work

← Personal Health




Take a Daily Shower

- Wet your head
- Rub a little shampoo in
- Rinse your head
- Pour a little soap on washcloth
- Wash from head to toes
- Rinse your body well
- Dry off

+ Add a task

Goal Details



Date	Completed	Not Done
10/16	0	1
10/17	1	0
10/18	1	0
10/19	0	1
10/20	1	0
10/21	0	1
10/22	1	0

Goal Notes

- Showers are cool!
- Taking a shower is part of being ready for work!

UPDATE NOTES

VIEW PROGRESS

Do Mode

The screenshot displays a mobile application interface in 'Do Mode'. At the top, a pink circular timer indicates 'You Have 2 hours To Take a shower'. Below this, a checklist of tasks is shown, each with a checkbox and a circular progress indicator. The tasks are: 'Take a shower' (due at 12:15), 'Wet your head', 'Rub with fingertips', 'Close your eyes and rinse really well', and 'Rinse again'. A section titled 'Up next' follows, listing 'Catch Bus 33 to Chili's by 12:45pm' (due at 12:45) and 'Cashier Responsibilities' (due at 1:00). The 'Cashier Responsibilities' section includes three numbered tasks: '1. At 11:55 am, Put the Till, Give a Penny/Take A Penny and Price List on The Desk and Unlock.', '2. At 11:55 am, make sure you have enough change and \$1 bills in the till. If you do not, tell Josh', and '3. At 11:55 am, help the courtesy clerk complete inventory of store'.

You Have
2
hours
To Take a shower

Due at **12:15** Take a shower

- Wet your head
- Rub with fingertips
- Close your eyes and rinse really well
- Rinse again

Up next ▾

Due at **12:45** Catch Bus 33 to Chili's by 12:45pm

Due at **1:00** Cashier Responsibilities

- At 11:55 am, Put the Till, Give a Penny/Take A Penny and Price List on The Desk and Unlock.
- At 11:55 am, make sure you have enough change and \$1 bills in the till. If you do not, tell Josh
- At 11:55 am, help the courtesy clerk complete inventory of store

My Life



- Multimedia e-Portfolio
- Cumulative life record
- IEP/ISP self-direction tool
- Person-centered planning features

What Is An ePortfolio?

- A *communication* tool for self-directed IEPs that represents skills, interests, abilities.
- A *resume* for the 21st century. Can include video of student on the job, video references, work evaluations, rating scales
- A *roadmap* for where the student wants to go in the future. Emphasizing interagency linkages, person centered plans and goal setting.
- A *digital storytelling* tool for transition across educational phases and settings

My Life: Individual Web-Based ePortfolios

- Students can access supports and information that is both consistent and transferable
- Provides a one-stop access point for student-driven transition related activities with an emphasis on interagency collaboration
- Shared access with parents, teachers, and other team members

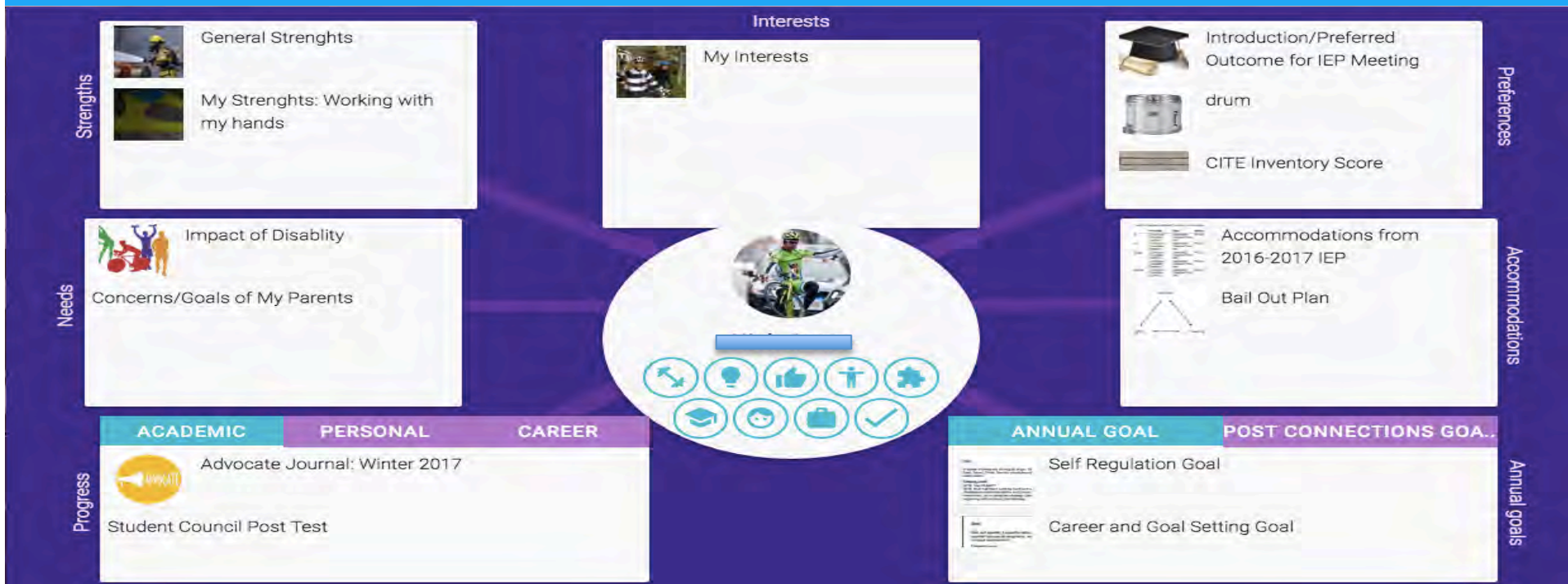
Why is this important?

- Little to no understanding of IEP contents
- Surprise at IEP contents
- Most students went to their IEP but were passive participants or disengaged
- Enhanced self-direction has the potential to improve parent satisfaction with the IEP process

How Does MyLife Empower Self-Direction?

- Builds self-advocacy skills that lead to self-determination
- Fosters instruction and teaching on individualized goal development
- Supports the student in expressing their strengths, interests and preferences
- Role playing IEP meeting participation
- Priming the student for IEP leadership
- Gives parents a better real-time sense of students' day-to-day educational experiences

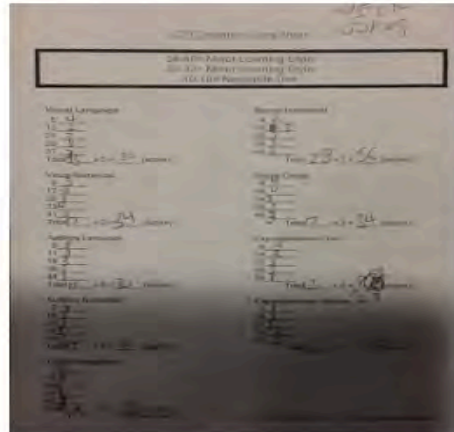
MyLife Student-Directed IEP's



Student access to formal and informal assessments utilizing MyLife




7d ago



CITE Inventory Score

I took the CITE test. I had to answer questions that are related to different learning styles.





With MyLife, the student is able to access both formal assessment tools and the informal assessment activities they have participated in and posted.

How does posting work in MyLife?

The screenshot displays the MyLife profile for 'sous chef kyle mitchell'. The profile header includes a circular profile picture and the name 'sous chef kyle mitchell'. Below the header, there are several posts:

- A post from 15d ago featuring a video thumbnail of hands slicing an onion on a wooden cutting board with a large knife. The caption reads 'Cooking Instructional Videos'.
- A post from 16d ago with the caption 'student council spring 2017'.
- A post from 21d ago with the caption 'spring job site progress'.
- A post from 22d ago featuring a photo of a plate of food, possibly ribs, with the caption 'i will correctly complete knots for paracord collar in'.
- A large yellow circular graphic with a white megaphone icon and the word 'ADVOCATE' in white capital letters, titled 'Advocate Journal'.

At the bottom of the screen, there are three navigation icons: 'Hub' (a person icon), 'My Life' (a book icon), and 'Feed' (a grid icon).

Benefits of Posting

- Student engagement
- Parent engagement
- Virtual teaching tool
- Interagency collaboration



How many times have you heard a student say:

*“I’ve been looking forward to this
all week!”*

(When talking about an IEP meeting)

Kyle's MyLife

Strengths

kyle cooks
Strengths for School and Employment
My Strengths

Interests

My Interests

Preferences

My Learning Style
Preferences

Needs

Concerns/Goals of My Parents
Impact of Disability
transfer of rights

Accommodations

4J Accommodations from Connections IEP dated 1/25/17
my 4j accommodations from 2016 North Eugene IEP

Progress

ACADEMIC **PERSONAL** **CAREER**

Advocate Journal: Winter 2017
Rough Draft of Annual IEP goals from IEP: 1/25/17

Annual goals

ANNUAL GO... **MATH GOAL** **POST CONN...** **IEP GOALS ...**

Work Post School Goal: I want to work in a Food Truck.
Independent Living Post School Goals: I want to live in a Coops in Eugene with My Wife.

Hub

Folio



4d ago



Work Post School Goal: I want to work in a Food Truck.

Progress on Vocational Skills Goal

30 December, 2016

LAST 7

LAST 14

LAST 20

14 February, 2017

I want to improve my knowledge on how to use tools properly.



How did I feel about using tools today?



Tracking a Team Collaboration Goal



Progress on Vocational Skills Goal

30 December, 2016

LAST 7

LAST 14

LAST 20

14 February, 2017

I want to make sure I am completing all tasks in the most efficient order.



Gavin's Portfolio

The screenshot shows a web browser window displaying a dashboard for 'Gavin'. The dashboard is purple-themed and centered around a profile icon with the name 'Gavin' and a blue bar. Below the name are several icons representing different areas: a gear, a lightbulb, a thumbs up, a person, a puzzle piece, a graduation cap, a magnifying glass, a briefcase, and a checkmark.

The dashboard is divided into several sections:

- Strengths:** A section titled 'My Strengths' with a small image of a person.
- Interests:** A section titled 'My Interests' with a small image of a person.
- Learning Preferences:** A section titled 'My Learning Preference' with a small image of a person.
- Needs:** A section titled 'Impact of Disability'.
- Accommodations:** A section titled 'LCC Accommodations' and '4J Accommodations'.
- Progress:** A section with tabs for 'ACADEMIC', 'PERSONAL', and 'CAREER'. It includes 'Advocate Journal: Winter 2017' and 'ABSE Reading and Writing Fundamentals Progress'.
- Annual Goals:** A section with tabs for 'ANNUAL GOAL' and 'POST CONNECTIONS GOALS'. It includes 'Time Management IEP Goal' and 'Metacognition IEP Goal'.

Vertical labels on the right side of the dashboard include 'Preferences', 'Accommodations', and 'Annual goals'. At the bottom of the dashboard, there is a 'Hub' icon and a 'Folio' icon. The browser's address bar shows the URL: <https://connect.cognitopia.com/apps/1010/support/2502AC350804911010>.

Gavin Rocking his IEP



Ryan's Portfolio

Strengths

- Making Videos and Uploading on to Youtube
- My Strenghts

Interests

- Recording Sound Effects
- Making Videos and Uploading on to Youtube

MY INTERESTS

Needs

No posts here yet.

Progress

ACADEMIC **PERSONAL** **CAREER**

Advocate Journal: Winter 2017

Annual goals

ANNUAL GOAL **POST CONNECTIONS GO...**

- Adult Services IEP Goal
- Social Skills IEP Goal

Accommodations

- My Bail Out Plan
- Winter 2017: Invitations and Early Warning Signs

Preferences

No posts here yet.



Vocational Post School Goal: I want to be employed in the film industry as a director, writer, actor and sound designer.

Utilizing Portfolios for Connecting with Transition Team Members



Information Sharing is Key

- Transition specialists
- Job developers
- Voc Rehab Counselors
- Employers
- Families
- New employees

Outcomes



Summary of Student-Directed IEP Elements

- Development of post-secondary goals
- Involvement in creating annual IEP goals
- Advocating for Accommodations (in their own words)
- Expressing personal PINS (*preferences, interests, needs, strengths*)
- Capturing Work Samples
- Tracking Academic and Vocational Progress
- Making Linkages to Adult agencies

One Year Outcomes

Students involved in beta testing:	40
Students involved in weekly user group class:	23
Teachers involved in testing and class:	4
Students who've run all or part of IEP meeting	14

Student Satisfaction: "I'm really looking forward to my IEP meeting this week."

Parent Satisfaction: "Thank you for a great IEP meeting."

Teacher Satisfaction: "I never get thank you notes after IEP meetings."

Administrators: A request to expand the program into high schools and middle schools

Increasing interest from other districts and college programs

What's Next?

- Evaluate the impact of self-direction on students, parents, and educators
- Make sure what we're developing solves real problems across the lifespan
- Offer features that help with allocation of scarce resources
- Provide streamlined integration and data reporting to facilitate accountability and quality assurance
- Create student-facing apps for self management and institutional memory to address the problem of staff turnover
- Respond to lifespan need of individuals with cognitive disabilities and those who support them
- Localization for different languages and cultures

Life management apps for people who see
the world a little differently



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