

# CLASS SUBJECT

## REMINDER APPLICATION

**PROBLEM STATEMENT:** Even if everything in our world is evolving, the timetable for classes is one of the things that hasn't undergone any changes. Yet, the majority of the personnel still uses a paper timetable. therefore, to save them from having to refer. Class Remainder is the name of the software we're making.

**INTRODUCTION:** To investigate the efficacy of Reminder application text alerts sent to a mobile phone as a memory aid, a single case experimental design across behaviors was used. The participant, JA, was a 43-year-old man with significant executive dysfunction brought on by a traumatic brain injury (TBI). JA was originally quite resistant to using any memory help, so a thorough analysis of his attitudes towards them, his cognitive challenges, and his social environment was carried out before a set of guidelines for an aid was jointly created.

Three target memory behaviors and three control memory behaviors had baseline data gathered over a six-week period, and intervention data was collected over a six-week period. The analysis of the results used nonoverlap of all pairings (NAP) analysis that revealed no change in two of the three control behaviors and a decrease in forgetting in the three target behaviors. An arbitrary evaluation tool (the updated Daily Memory Questionnaire) also showed progress. This research highlights the value of selecting a memory aid that fits a person's lifestyle and values and shows how powerful Reminder application is as a memory help.

The use of portable electronic aids that provide both a means of communication and continuous memory support throughout the day is now commonplace. Such aids are in keeping with current technological trends and are widely accepted. Devices include personal hand-held computers, e.g., mini notebooks and tablets, such as the iPad, mobile phones and smartphones.

The present study describes the use of Google Calendar and a mobile phone as an electronic memory aid for a man with acquired brain injury (ABI) who found other memory strategies unacceptable on the basis that they were potentially stigmatising. Memory impairment not only affects the ability to recall past information but also the ability to remember to perform intended tasks at specific times in the future, i.e., prospective memory (PM) (Fish, Wilson, & Manley, 2010). Everyday functioning depends heavily on PM and a deficit in this area is associated with increased disability and limited social participation, making it an important target for rehabilitation (Fleming, Shum, Strong, & Light body, 2005). Several studies of PM have shown that difficulties persist long after injury (e.g., Knight, Harneet, & Titov, 2005; Potvin, Rouleau, Aude, Charbonneau, & Giger, 2011) and there is little evidence that suggests that lost memory functioning can be restored following ABI (Wilson et al., 2009).

In a review of the literature relating to PM functioning in closed head injury, Shum, Levin, and Chan (2011) identified seven studies using either a remedial/ restoration or compensatory approach to treat PM impairments. Studies suggested that both approaches produced

promising findings in terms of improvements in PM behaviour, although studies lacked long-term follow up. However, rehabilitation of memory functioning generally after ABI has tended to focus on compensatory approaches rather than techniques that aim to restore/retrain memory function. Cicerone et al. (2005) recommends that external compensatory strategies including assistive technology, should be a practice guideline in the treatment of people with moderate to severe memory problems and, in clinical practice, external aids have been reported to be the most widely used compensatory strategy (Evans, Wilson, Needham, & Brentnall, 2003).

Paper-based aids, such as notebooks, calendars, lists and diaries, have been shown to be effective methods of compensating for memory difficulties and improving independence (e.g., McKerracher, Powell, & Orebody, 2005; Solberg & Matter, 1989). The disadvantage of paper-based aids is that they are passive reminders requiring individuals themselves to initiate using or checking them which, in itself, is a memory task (Wilson, Emslie, Quirk, & Evans, 1999). One way of overcoming this difficulty is through the use of electronic memory aids as they often include a cueing device that attracts the individual's attention to the task as well as having the facility to store information (Kapoor, Gilinsky, & Wilson, 2004).

**KEYWORDS:** Google Calendar; Single case experimental design; Prospective memory; Acquired brain injury.

**METHODS:** There are few methods through which the process can be explained, steps are being followed. First, the user must choose the "add" button, which is denoted by the symbol (+), after which the application will display a tabular column that resembles an excel sheet. Once the user has completed their tabular column manipulations and needs to insert their days into the first column and the in-between time range of each subject into the first row, they can edit their tabular column by removing or adding rows and columns. The resulting block-(1,1) contains the value day/time.

After the user clicks the submit button, the database is updated with the subjects, days, and time ranges. Our application then compares the current time with the user-inputted time. If the two times are the same, our programmed will notify the user by sending an email with a message or by sounding an alarm with a ringtone they have chosen. Prior to sending the subject details, the user must choose the mode of reminder, such as an alarm or email, that will be used to remind them. Also, the user can set the timetable in repeat mode or select the days for the timetable to repeats.

**RESULT:** They serve as both an introduction and the primary goals for developing the application known as the calendar. The conception and intended design of the calendar are discussed in the introduction. The second part discusses the approaches and means by which the user may use the calendar. The method procedure, which will instruct the user on how to use the calendar, explains the steps in detail. A few stages like "add," "date," "day," "subject," and "time" are some of the often-used terms in the class automated time table. This serves as a reminder to the students and even the faculty about their next schedule, which includes their upcoming period and subject. This is how the calendar method's procedure is applied, and this is how the user may make use of the resources. This how the class time table can be used by the students of both college and schools.