



Digitizing record keeping in the classroom

Streamlining the way teachers evaluate students with special needs to improve record keeping and protect schools from lawsuits

CHALLENGE

The Orange County Department of Education's special education department wanted to improve the way instructors were tracking students' progress.

SOLUTION

By digitizing student forms, teachers were able to create more customized evaluations that met students' unique needs.

IMPACT

The ability to submit evaluations with their phone increased the total number of evaluations submitted by more than 50%.

Better records ensured compliance and protected the school against litigious parents.

CONTEXT

When a student enters a U.S. special education program, they receive an Individualized Education plan, or IEP, a document that outlines the student's needs and the goals the school must help the child accomplish.

PARENTAL CONCERN

Parents want to know that their child is getting the resources they require and that the school is holding itself accountable for the their child's progress.

ADMINISTRATION FEARS

Schools are regularly sued by parents who feel their child's needs are not being properly met.

INSTRUCTOR FRUSTRATION

Teachers want to keep accurate records, but their time is limited and they prefer to put energy into teaching rather than bureacratic tasks.

Need finding

Questions

Why aren't teachers tracking student progress in the proper way?

How can we encourage more accurate record keeping?

Process

Interviewed two admins, five teachers, three behavior analysts and two parents

Reviewed examples of student IEPs and evaluation forms

Competitive analysis of goal tracking software

Observations

Older instructors are uncomfortable using unfamiliar software

Paper evaluation forms require two hands (or a desk) to complete

Goal descriptions are quite lengthy.

Behavior analysts manage creation of individualized education plans and are most invested in a solution

Design Principles

Any software solution needs to be simple and easy to use

Logging evaluations needs to be straight forward and designed for mobile phones

Allow teachers to import goals or copy and paste text from their desktop.

Software alone will not solve the problem. More process and accountability are needed

10-22-2015 JED: [redacted] SET 1 of 3

Student: [redacted] Instructor: [redacted]
Date of Initial Instruction: OCT. 2015 Projected Date of Accomplishment: 10/2016

Annual Goal: 1. FUNCTIONAL ACADEMICS/ITIN MOTOR/ACCEPTEVCOMMUNICATION LIFE SKILLS
By 10/20/2016, During a structured computer activity, [redacted] will follow verbal directions to complete a "training task". Given a computer set up with a large "Home" button and verbal prompts, [redacted] will follow the button to hear the "suey" paired with audio light sounds as shown. [redacted] will follow the "go" button to follow the button, to clicking the switch, until he hears "TIDE END". In per trial day, @ 100% accuracy 8 of 10 trial days as measured by the SANDI, data collection and teacher observation. This goal was collaborated on with the Vision Specialist as well as recommendations from [redacted] current 3yr assessment and recommendations.

Current Response with Breakdown of Short Term Objective

Program Data	1	2	3	4	5	6	7	8	9	10	X/O
10-20 X/O											
Nov. Date											
3-13 X/O											
Nov. Date											
16-20 X/O											
Dec. Date											
1-11 X/O											
Dec. Date											
14-18 X/O											
JAN. Date											
4-15 X/O											
JAN. Date											
16-20 X/O											
FEB. Date											
1-12 X/O											
Feb. Date											
18-20 X/O											
MAR. Date											
1-11 X/O											

SEE ANNUAL GOAL ABOVE:
STO 1.) 40% MASTERY
STO 2.) 60% MASTERY
STO 3.) 80% MASTERY

1 evaluation instance

10 tasks tracked per evaluation

Instructional Strategies

Attending Behaviors:
SETTING STANDARDS: LIVING QUIETLY
LOOK FEEL/SEE: HEAD TURN
LOOK FEEL/SEE: HEAD TURN
LOOK FEEL/SEE: HEAD TURN

Response Cues:
REPEAT R.C. AFTER 5-10 SECONDS AS NEEDED TO COMPLETE GOAL.

Correction Procedures:
PHYSICALLY MOTOR THROUGH TASK AS NEEDED AND REPEAT R.C. AS NEEDED TO COMPLETE TASK.

Reinforcement:
VERBAL PRAISE, (DAY NAME)
CLAPPING (DAY NAME)
PAT ON BACK

Mastery:
Date Mastered: _____

X = met the breakdown of short term objective
O = did not meet the breakdown of short term objective
Absence

1. FUNCTIONAL ACADEMICS/ITIN MOTOR/ACCEPTEVCOMMUNICATION LIFE SKILLS
10-22-2015 JED: [redacted] SET 1 of 3

Paper evaluation forms force teachers to break goals into 5 or 10 subtasks

INSTRUCTIONAL PLAN - 5 TRIALS
ACADEMICS—READING COMPREHENSION

Student: [redacted] Instructor: [redacted]
Date of Initial Instruction: 12/15/15 Projected Date of Accomplishment: 12/2/16

Annual Goal: After being read a short passage consisting of a minimum of 5 sentences, [redacted] will use his communication device to respond correctly in 4 of 5 simple questions about what he has read over 5 consecutive trial days as measured by data collection and observation.

Short Term Objectives: STO #1: passage consisting of 2 sentences, 3 consecutive trial days
STO #2: passage consisting of 5 sentences, 4 consecutive trial days

Current Response with Breakdown of Short Term Objective

Program Data	1	2	3	4	5	6	7	8	9	10	X/O
12/15 X/O											
12/16 X/O											
12/17 X/O											
12/18 X/O											
12/19 X/O											
12/20 X/O											
12/21 X/O											
12/22 X/O											
12/23 X/O											
12/24 X/O											
12/25 X/O											
12/26 X/O											
12/27 X/O											
12/28 X/O											
12/29 X/O											
12/30 X/O											
12/31 X/O											

1 evaluation

Tasks tracked per evaluation (5)

Instructional Strategies

Attending Behaviors:

Prompts:

Response Cues:

Response Prompts:

Correction Procedures:

Reinforcement:

Mastery:
Date Mastered: _____

X = met the breakdown of short term objective
O = did not meet the breakdown of short term objective
Absence

Description

Johnny will spell his name correctly with 80% accuracy

Tasks to track

J

A

C

O

B

Category

Digital solution allows goals to be broken into as few or as many tasks as needed

Quick and easy.

Teachers can log evaluations in as little as 4 taps.

