Reclaim Attention!

Entry to The Create+AI Challenge

**TRACK:** Augment Learning

SUMMARY

Problem:
- Low-effort, high-stimulation escape hatches from school tasks
- Reinforcement of avoidance cycles
- Worsening executive function under huge cognitive load

Reclaim Attention Solution:
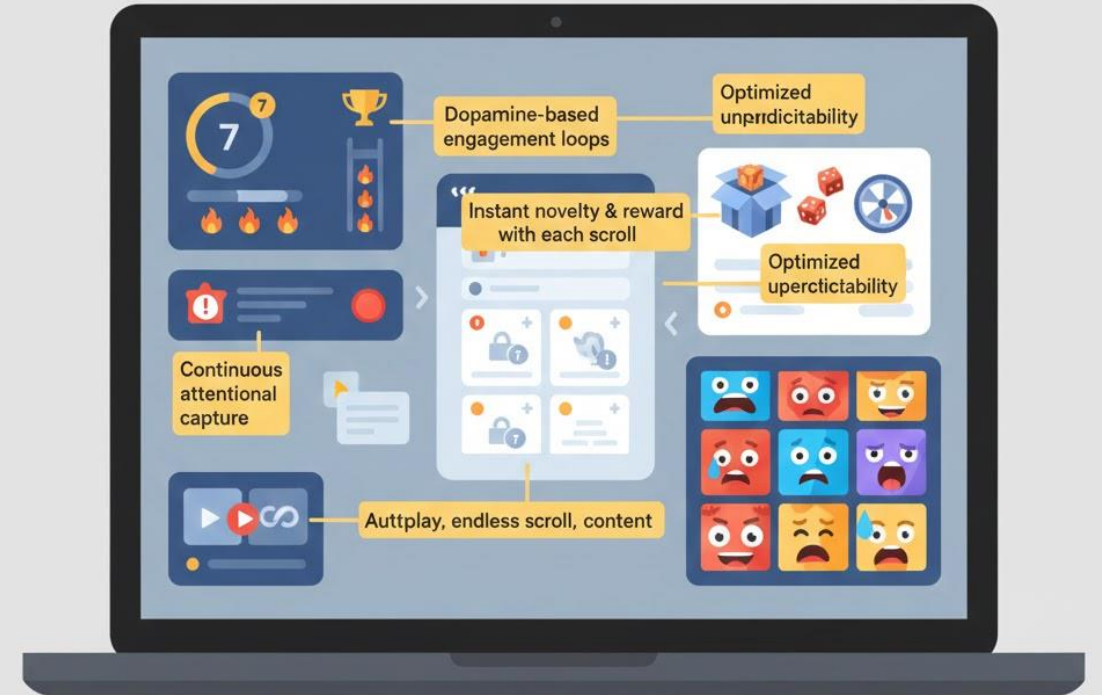- Personalized Scaffolding for Self-Regulated Learning
- Task decomposition and active tracking
- Community/environment and external accountability
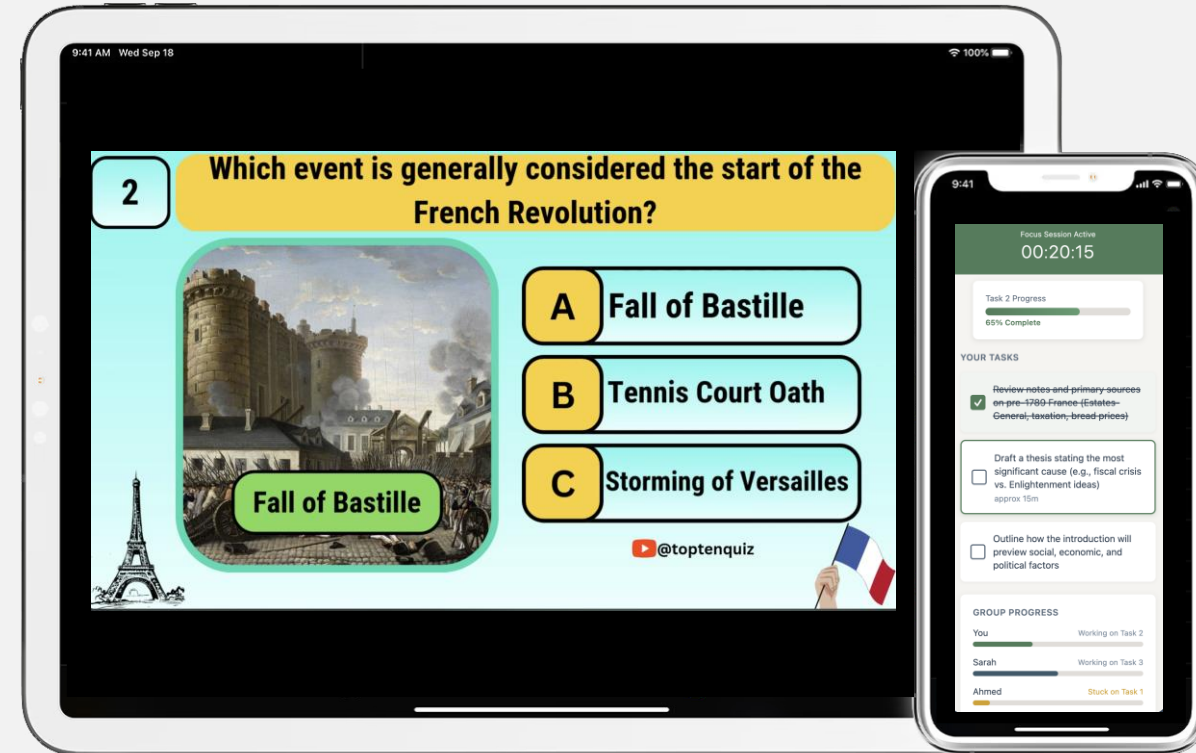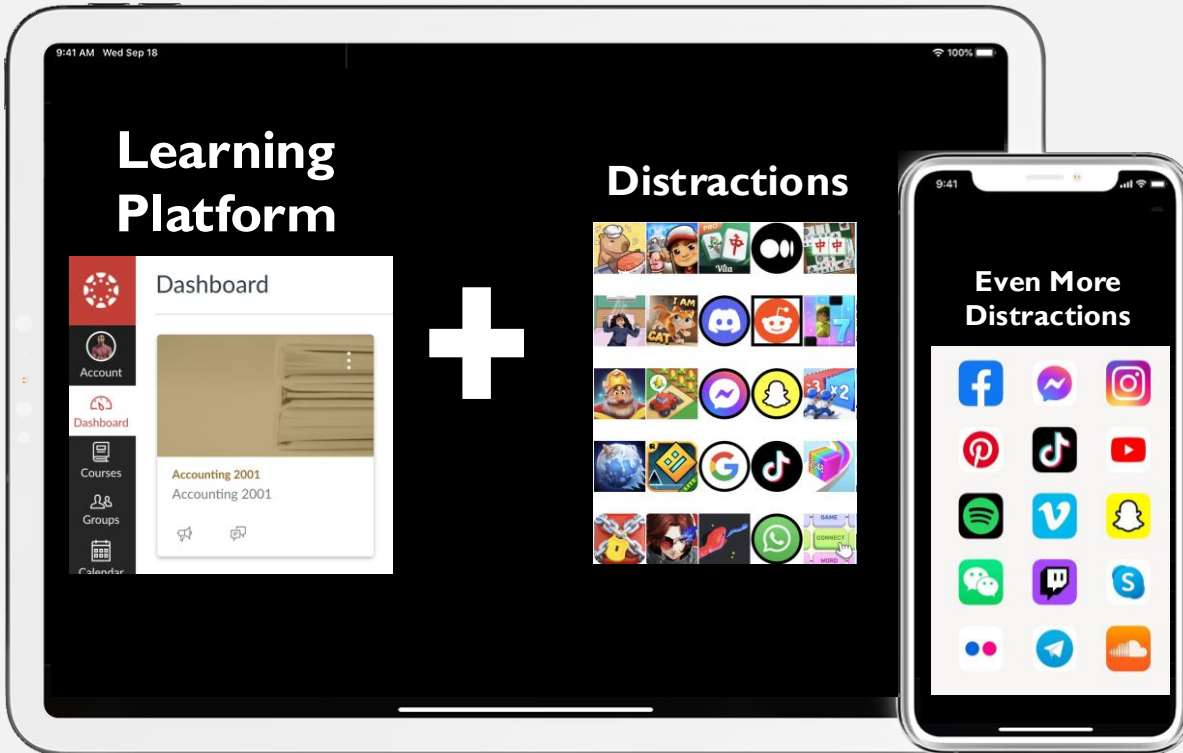
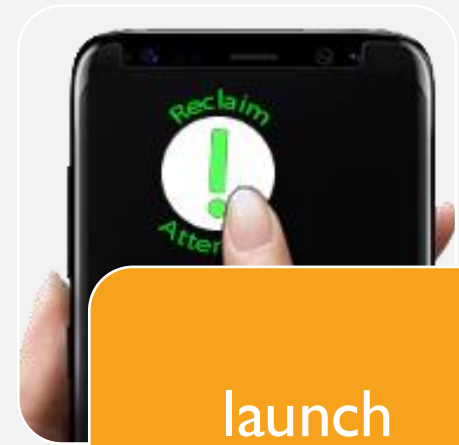# PROBLEM AND TARGET AUDIENCE
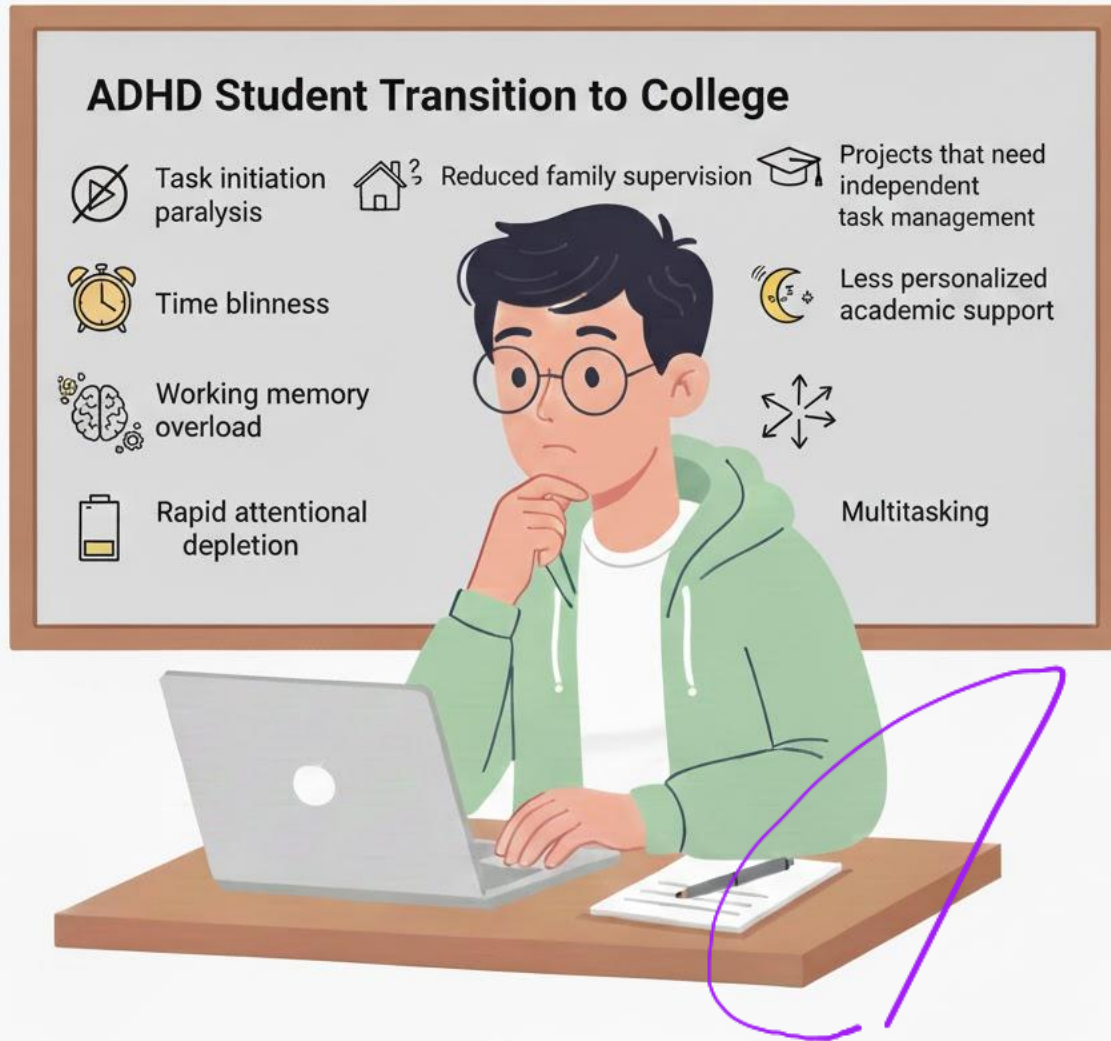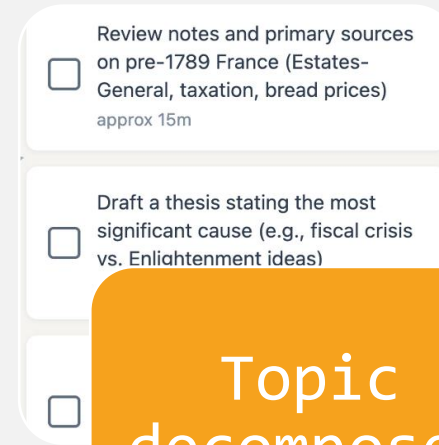

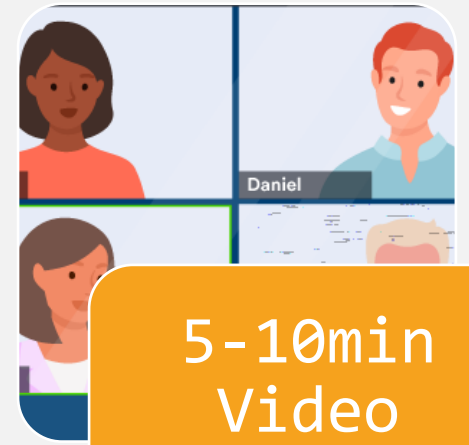ADHD Student

Attention Economy

PROPOSED SOLUTION

launch reclaim-attention app

Student enters goal for the session

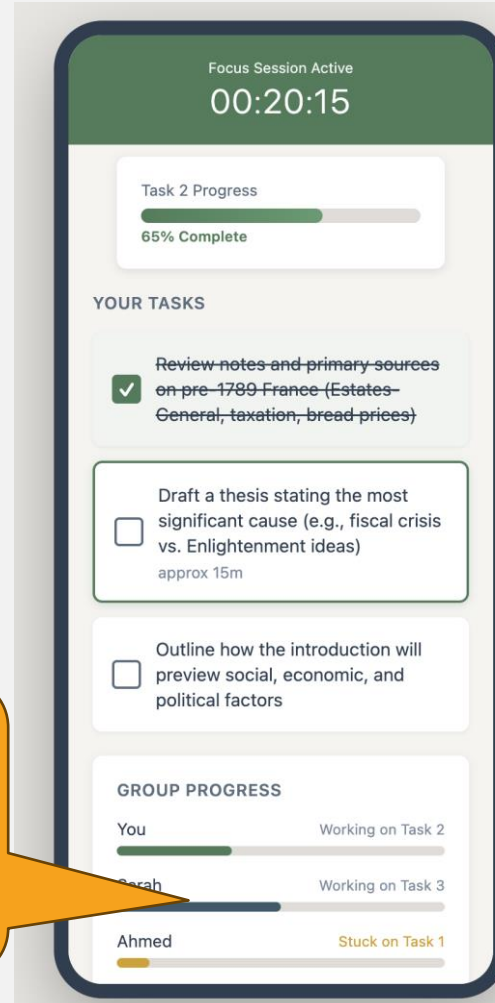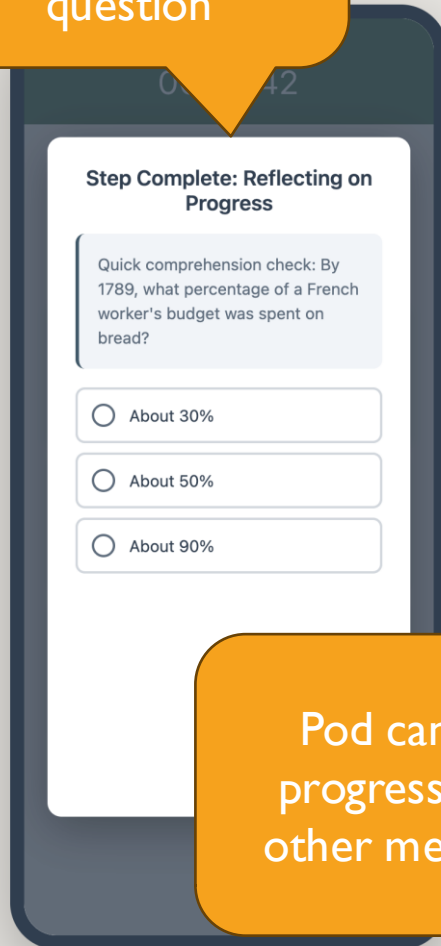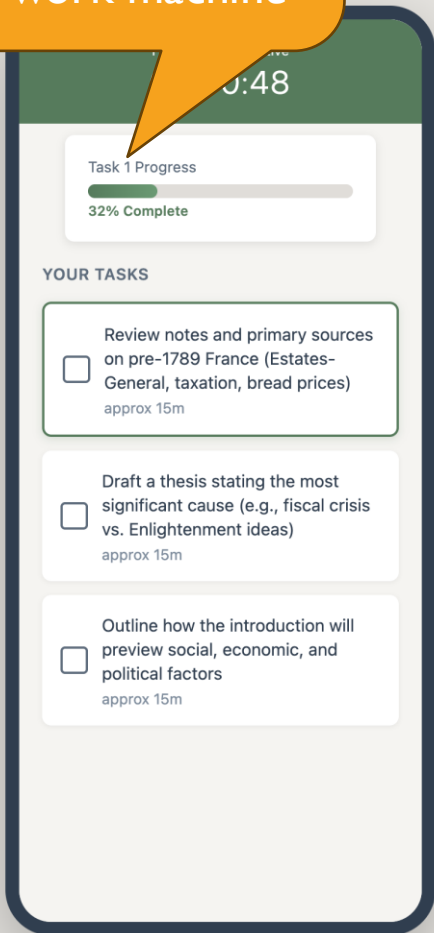Topic decomposed into tasks using AI

5-10min Video conference with Peer Pod

PROPOSED SOLUTION

CONNECTION TO LEARNING SCIENCE AND RESEARCH

Study	Summary of Findings	Design Implications
Personalized, Analytics-Based Scaffolding *(Lim et al., 2023)*	Real-time, data-driven scaffolds significantly outperform generic interventions. Students receiving adaptive, analytics-based prompts engaged in more Self-Regulated Learning (SRL) behaviors.	Reclaim Attention replaces "dumb" blockers with AI that detects specific behaviors (e.g., task switching) and delivers contextual prompts, training attention regulation rather than merely suppressing distraction.
Barkley's Executive Function Model *(ADHD as Performance Disorder)*	Barkley frames ADHD as a deficit in performance at the moment of action, not lack of skill. Effective interventions must be "prosthetic," operating at the point of use to support real-time decision-making.	By using real-time screen analysis and AI inference, Reclaim Attention functions as an external executive system, offloading response selection and sustaining goal alignment when the student's internal control fails.
Self-Determination Theory (SDT) *(Ryan & Deci, 2020)*	Traditional blockers rely on external regulation (punishment/reward), which SDT predicts leads to short-term compliance rather than internalized motivation. Autonomy support is essential for behavior change.	Reclaim Attention uses autonomy-supportive, metacognitive questions instead of coercive commands, fostering identified regulation—students choose to re-align behavior with their goals rather than being forced.
AI Scaffolding Without Dependency *(Lim et al., 2023)*	The "Friend vs. Enemy" paradox of GenAI in education: AI tools can support learning but may also create dependency if not carefully designed. Effective scaffolding must fade as competence develops.	Reclaim Attention implements fading scaffolds: AI prompts decrease as self-regulation stabilizes, ensuring transfer of control back to the learner and preventing learned helplessness.

EXPECTED OUTCOMES AND HOW RESULTS WILL BE MEASURED

EXPECTED PSYCHOLOGICAL & BEHAVIORAL OUTCOMES

↑ Interest in Academic Tasks
- Greater task engagement during focus sessions
- Reduced avoidance behaviors

↑ Self-Efficacy
- Increased confidence in ability to sustain attention
- Improved belief in capacity to complete complex tasks

↑ Adaptive Attribution
   Reduced self-blame for lapses
- Shift from to strategy-based self-regulation |
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Measurement Framework

- Pre-Post MSLQ–SFR (Motivated Strategies for Learning Questionnaire Short Form Revised) used to gauge interest, self-efficacy, and attribution

- Survey results correlated with in-app metrics:
  - Trace data (eg Rate of rapid context switching)
  - Percentage of Study Time spent in distractions
  - Time-to-return-to-task after prompt

Fairness and accessibility considerations

CORE GOAL
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Make the system widely accessible to young adults across socioeconomic and technical constraints

COST-CONSCIOUS DESIGN STRATEGIES
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‣ No laptop/ipad device requirements
‣ Peer-Based Support Model
‣ Adaptive Trace Monitoring Frequency
‣ Gracefully Tolerate Latency

2026 TIMELINE + MILESTONES

	2026							2027			
	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Pilot1		Summer 2026										
Pilot2					Fall 2026							
Pilot3									Winter 2027			

- **PILOT 1: In-Person Proof of Concept**
  - **Structure:** 1 Pod with 3 students and 1 facilitator.
  - **Setting:** Students and facilitator are physically present in the same location.
  - **Technology Scope:** The "Reclaim Attention" app functions as a utility for **task decomposition** and **basic task tracking** only. The facilitator manually manages group cohesion.
- **PILOT 2: Hybrid Blended Model**
  - **Structure:** 3 Pods with 2-3 students each and 2 facilitators.
  - **Setting:** Blended environment (mix of in-person and remote participants).
  - **Technology Scope:** The app introduces **group formation** features, allowing remote users to "join" a digital table. Facilitators test the "Pod Manager" dashboard.
- **PILOT 3: Scaled Remote Deployment**
  - **Structure:** 5 Pods with 2-3 students each and 2 facilitators.
  - **Setting:** Fully remote or distributed hybrid.
  - **Technology Scope:** Full feature set active, including automated AI nudges and context awareness. Facilitators move to a supervisory role, handling only escalations.

TEAM BIOS

Sandeep Mirchandani
Project Lead

MSEE Stanford
deep@reclaim-attention.com

Jules Sherman

MFA, Stanford
MS, HCI, UC Irvine
jules@reclaim-attention.com

Poh Foong Ngau

School Psychologist
Fremont Unified
UC Davis MS, Psych
pf@reclaim-attention.com

Chris Wee
Software

PhD, UC Davis
Computer Security
wee@reclaim-attention.com

BUDGET SUMMARY, FUNDING REQUESTED AND INTENDED USE

Execution of Field Trials					
Phase	Num of Pods	Students	Facilitator Cost ($60/session)	Student Cost ($10/session)	Subtotal
Pilot 1	1	3	$3k	$1.5k	$4.5k
Pilot 2	2	6	$6k	$3k	$9k
Pilot 3	3	9	$9k	$4.5k	$13.5k
				Total	$27k

Tool Features	Estimated Hours	Estimated Cost (USD)
Build session start/end, timing, and flow enforcement	90	$5.4k
AI-driven breakdown of student goals into actionable tasks	40	$2.4k
Basic heuristics to infer progress from screen captures	50	$3.0k
Real-time pod presence and shared progress indicators	45	$2.7k
Integrate pre- and post-session video calls using existing APIs	25	$1.5k
Basic sensitive-data redaction and privacy controls	25	$1.5k
System testing across OS, browsers, and failure modes	30	$1.8k
	Total	$18.3k