**August 29, 2012**

**Meeting with Curriculum Team**

**In Attendance:** Helena Maguire, Kristin Colbert, Amy Klinch, Peter Troy, Andrew Shlesinger

**Reviewed:** Datasheet Module HTML, Login-through-IEP Creation Screen Shots, BRD Phase 3, Other Issues

**Datasheet Module HTML Mock-up Review**

* It would be preferable if Sets and Steps text automatically populate from the corresponding fields on the Lesson Plan
  + Currently the “Teacher” field of the lesson plan is one big text box that contains some instructions for the teacher in addition to lists of steps and sets. Since the steps and sets are not parsed into discreet fields on the form it would not be possible to simply import the steps and sets into the datasheet.
  + All the steps and sets in the Lesson Plans are formatted and numbered in the same way, so would it be possible to make a program to parse the steps and sets from the “Teacher” field automatically?
  + Or in the Lesson Plan creation screens, when it comes to listing Sets and Steps in the “Teacher” field, can the program pop up with a screen to enter the Steps and Sets into discreet fields like in the Datasheet Module?
* We would like the option, step-by-step, to Inactive certain steps in the datasheet in addition to the obvious features of modifying and deleting steps.
* We want to reiterate that we need the ability to attach files (doc, pdf, etc) to lesson plans to provide materials for carrying out some lessons (i.e. Recipes for a cooking LP)
* “Measure Details” screen notes:
  + Prompt level is recorded as an attribute of a datapoint
  + “Type” really means “Measurement Units”, and there are always two measurement units for each Lesson and behavior.
    - For example:
      * Measurement Unit #1: Percent
      * Measurement Unit #2: Accuracy
    - Measurement Unit#1 must be selected from the following list:
      * Frequency, Duration, Percent, Latency, or Recording Interval (for SCC charts)
    - Measurement Unit #2 may be selected from the following list OR typed-in with a custom unit:
      * Opportunities, Total, Successful, Self-initiated, Required, Independent, Prompted, ETO, NETO, Hours, Minutes, Seconds
* “Correct Response” notes: (Ajith says included)
  + “Current Prompt Level” requires Current Prompt Level Criteria Screen
  + The correct response could be (+), but in other cases it is more complicated because it depends on criteria listed on the LP, for example:
    - For Set 1, the LP may indicate Correct Response is any physical prompt less than full physical (i.e. a correct for Light Physical, Independent, etc.)
    - For Set 2, however, the correct response may change to only prompts less Light Physical (i.e. Independent)
    - This example shows that:
      * multiple responses could be consider correct for the same step and
      * between sets the criteria for Correct Response could change.
  + Suggested Fix:
    - Have THREE levels of Criteria instead of two:
      * !!NEW!! – CORRECT RESPONSE Criteria – What are the rules for determining a correct response
      * SET Criteria
      * STEP Criteria

**Other Important Requirements**

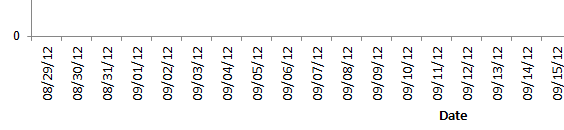
* When doing DISCREET TRIALS, the lesson must be repeated for a set amount of TRIALS before it is considered complete and before the final score is calculated.
  + The computer must count the amount of times the teacher runs the trial and inform them when they have hit the amount to finish the lesson.
* Old, completed datasheets must be accessible for review and reporting
* On the actual datasheet we need a “MISTRIAL” button that soft deletes (inactivates and doesn’t graph) the trial data if for any reason the trial could not be completed. Reporting may be done on these mistrials.
  + Mistrial forces the user to REDO the trial if a certain number of trials must be done in order to consider the lesson complete (i.e. for Discreet Trials which require a certain amount of trials to be run to be considered complete).
* “BLOCK SCHEDULE” functionality:
  + We previously discussed that each student has a daily schedule.
  + There is a schedule for all the students in each classroom dictating which lessons will be taught to which students during each hour of the day, it is called a BLOCK SCHEDULE.
  + The teacher refers to the BLOCK SCHEDULE to decide which lessons need to be taught to their student during each block of time.
  + If a block schedule were incorporated into program, it would prompt the teacher automatically as to what lessons need to be done throughout the day.
  + A Block Schedule admin page would be needs where the managers could set up the block schedule for each of the students in their classrooms
* !!NEW!! “BEHAVIORAL” Lesson Plans
  + Currently we have two classes of information on which we are taking data:
    - Academic Lessons
    - Clinical/Behaviors
  + We want to borrow the infrastructure of the Academic Lesson Plans and Datasheets for a subset of Behaviors that need the more advanced features (rather than just a frequency and duration count)
  + We don’t need any changes to the existing structure of Lesson Plans or Datasheets, just a switch to categorize a Lesson Plan as “Behavioral” if need be
    - Once categorized as Behavioral, the Lesson will not appear in the Lesson Tabs on the Datasheet but on a discreet button on the right with the rest of the behaviors.
    - But upon tapping the big button, the datasheet will appear to take the behavioral data
  + “Behavioral” checkbox/switch
    - Lesson plans marked Academic will behave exactly as planned
    - Lesson plans marked Behavioral will NOT show up in the tabbed Lesson plans on the datasheet but will have a button on the right along with all the other behaviors. Upon pressing this type of behavior, however, the datasheet will switch to
* MAINTENANCE Objectives
  + Once lessons have been mastered we have the functionality to INACTIVATE the lesson.
  + Once lessons have been mastered we need to choose either “MAINTENANCE” or “INACTIVATE”.
    - We have already discussed Inactivating (graying-out, soft deleting) lessons, which will remove them from being available to be taught.
  + MAINTENANCE is an alternative option that allows the teacher to continue teaching and taking data on the lesson with the change that the lesson will be labeled “Maintenance” and it will not show up as an objective in the IEP.
  + We would continue to run lessons tagged Maintenance in order to maintain the skill after mastery (so the student doesn’t forget the skill).
  + Maintenance lessons can be run months or years after the child has mastered the skill and it was removed from the official group of LPs for that student
* STEP NOTES
  + Helena would like the ability to press a button during data-taking next to the Step and add a note that will be attached to that Step
  + All these Step notes could be logically sorted and reported upon
  + Sometimes the teacher just needs to explain something that happened while teaching that the data doesn’t capture
* Taking Data on Multiple Lessons simultaneously
  + While taking data in the datasheet you know we need to be able to navigate away from a lesson and go to a different lesson of another student and then navigate back and forth between them.
  + We also need to be able to toggle between two open lessons for a single student, so we may be teaching two skills to one student simultaneously.
  + This is all fine if we have the general feature of being able to navigate to other lessons before the current lesson is complete and then navigate back to finish up without losing any data.
* POSITIONAL DATASHEET – The requirements are TBD, but when taking the data three columns are shown and for each step only one of the three is considered a correct response.

**Login-through-IEP Creation Screen Shots**

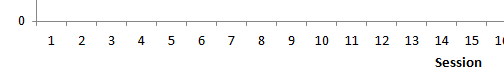
* “Add Lesson” Section:
  + Under Consequence column, have two fields: Consequence for Correct Response and Consequence for Incorrect Response.
  + Baseline Procedure section is out, although we will still run lesson plans as Baseline, these fields are not really used anymore.
  + Materials is an open field not a drop down
* Under “Add User”:
  + add Gender as an attribute
  + Fix roles to those laid out in BRD1&2

**BRD 3**

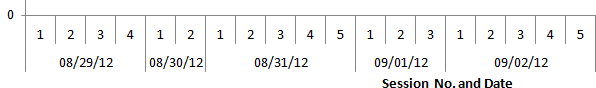
* Reporting Data Elements S.No 6: Make sure we can report on dimension Time from the time stamp of data and also the CheckIn/CheckOut times of the students
* 2.1, 2.2, 2.3, and 2.4 **TBD** need to be reviewed in detail
* 3.2 You can replace the word “Phaseline” with “Condition Line” from now on
* 3.3. Condition Lines can be applied at the student level to:
  + All graphs
  + Some graphs
  + One graph
* 3.6 see above
* 3.7 Since we added the Session –based data, we can extend this to remark that that an arrow note that is attached to a date will point to the first session datapoint of that date if more than one session was run on that date
* 3.8 Like IOA notes, Condition Lines, and Arrow Notes, Medication Bars can be selected to be on or off for All graphs, Some Graphs, or One graph.
* 3.9 Also may be turned on or off.
* !! TRENDLINES – All datapaths will also have a TRENDLINE calculated and drawn for it.
  + Trendlines are broken by Condition Lines
    - If a Condition Line breaks a graph into two sides, there will be two separate trendlines drawn, one for the datapath on the left and one on the right
      * If there are 4 breaks, you get 4 trendlines,etc.
  + We currently use the Quarter-Intersect method of calculating trendlines, which is described in the graphing manual.
* 4.4 IOA scores that are <80% necessitate force the teacher to redo the last lesson (automatically invalidates last lesson and makes them redo it)
  + Notification of <80% score may need to go management or at least have a report that lists these incidences
* 5.0 Graphing: “Session-based data”: This is a new feature we requested in the original spec.
  + For lessons that are taught more than once per day, we need to show more than one datapoint per day so the x-axis must be labeled with the date but also a session number or just the session number.
  + There are three possible configurations of the x-axis, there are rules for the program to know which to choose based on the data:
    - All dates in the range, each date only list once:
      * Applied automatically for lessons that have not been taught more than once per day during the selected timeframe for the graph
      * Ex:



* + - Just Session Numbers:
      * Applied automatically for lessons that have been taught more than once per day at least some of the days in the timeframe selected to be graphed
      * Ex:



* + - Dates and Session Numbers together:
      * Available as a selected option by the user
      * Ex:



* + - User can toggle between any of the three options for any graph once the graphs individually as well
* 5.1 Types of graphs:
  + Equal Interval
  + Standard Celeration
  + Session-based with dates (see section above on Section–based data)
  + Session-based with no dates
* 5.2 Duration can be in Secs as well. In any case, the Y-axis will be whatever the measurement unit is, not limited to a few options.
  + Rules must be set so that the program automatically determines the appropriate maximum value for the Y-Axis.
    - Ex: Rule: if the measurement is Percent, then the Y-Axis values will go from 0-100.
      * If the measurement is frequency or any other general number, the maximum value will be the next major interval above the highest frequency recorded based on rules found in Graphing Manual.
      * We need to ADD a feature that lets the user set a standard Y-Axis Maximum for cases where it would be easier to compare graphs if they have the same Y-Axis.
* 5.3 The X-Axis will depend on whether a lesson was run more than once per day and if the user asks for Session-based
* 5.3 In all cases there are a standard set of rules for ABA governing graphing that should be followed and is in Graphing Manual.
* 5.8 The standard reports page should have an option to show Day setting and/or Res setting on each student. Some lessons are tagged as Day and some as Res. During review, we would want to select to see both in the same screen and/or just one or the other.
* 5.10 Also TRENDLINES
* Between 6.0 and 7.0, we need to add PROGRESS REPORTS, which are standard forms completed quarterly populated with some calculations from the data
  + Didn’t see it mentioned. I believe we emailed the template for this report.
  + Reminder similar to the IEP reminder to tell us when a student’s Quarterly Progress Report is due and manage that it gets done.
  + Program will calculate the fields it can calculate and fill the form as much as possible.
  + This form needs to be exported to Word because it will be added to and sent to different agencies and individuals.
  + It must be in the format specified to be valid.