What is I-Connect?

I-Connect is a technologically advanced self-management (SM) intervention for students with ASD that assists them with increased educational engagement, through individualized self-monitoring.

I-Connect (SM) provides

- Self-monitoring
- Fast and easy use
- Individual customization
- Decreased social stigmatization
- Increased independence

Producing increased classroom engagement, without adding demands on the teacher, or increasing any social stigma.

Complex stereotypic behaviors can impact task completion and interfere with social opportunities.

Stereotypic behaviors include:
- Brisk arm movements
- Rigid or odd walking postures
- Toe-walking
- Body rocking
- Non-communicative vocal repetitions
- Head shaking

The implementation of a self-monitoring application (I-Connect) delivered via a modern handheld tablet creates a more proficient and socially accepted platform.

Customizable prompts include:
- Type
  - Tone
  - Flash
  - Vibration
- Frequency
  - 10 seconds
  - 30 seconds
  - 60 seconds
- Wording
  - Are you on task?
  - Did you have quiet hands and mouth?

Responses are automatically uploaded to an online database that permits teachers to monitor students responses and progress.


Self-monitoring has been supported by research for individuals with ASD in order to increase desirable behavioral repertoires as well as decrease behaviors unsuited with successful outcomes.

Conducted in an urban middle school in a Midwestern city.

Eighth grade students (14 years old) receiving special education services as a student with autism and stereotypic behavior impacting independent task completion.

- Additional diagnoses included:
  - ADHD
  - Down Syndrome

I-Connect Training

- 15 minutes
- Conducted by the classroom teacher at the desk where the student’s independent work occurs.

Both students demonstrated a decrease in the level and rate of stereotypy with the implementation of I-Connect.

“I-Connect is more socially acceptable than bulky paper/pencil self-monitoring checklists and the students needed less adult support when using the application.”

-- Teacher