

**in the Classroom**

**Troubleshooting**

I-Connect works best for students:

* Who are likely to daydream or “zone out” during class.
* Who need frequently reminders to complete the assigned work.
* Who engage in disruptive or distracting behaviors.
* Who engage in non-aggressive or destructive impulsive behaviors.
* Who are able to learn a multi-step sequence.
* Who are able to read written language.
* Who are able to make momentary shifts in their attention between tasks.

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| Warning | Lightbulb |
| Student does not want to use I-Connect because they don’t want to look different. | * Use I-Connect with multiple students * Introduce desktop app first, then move to mobile app once student has success * Consider adding reward/reinforcement when student meets goal. |
| Student does not want to use I-Connect because they are tired of being watched | * Review the purpose of I-Connect is for the student to be in charge of their behavior, when using it appropriately the student will experience less redirections and corrections. |
| Parent is worried about additional screen time. | * Assure parents students will be interacting with the screen for less than 5 seconds, each time a prompt is delivered. |
| Student is not accurate when they rate themselves | * Increase proximity to student when prompt occurs, to ensure student records response accurately. * Practice assessing behavior using examples/non-examples during mentor meetings. * Consider adding reward/reinforcement when student meets goal with accurate recordings. |
| Student is distracted by technology | * I-Connect only runs when the app is open on the screen, if the student navigates away the timer will stop. |
| Other students are distracted by technology | * Provide a preliminary reminder to student about respectful use of technology and differentiated supports |
| Student is recording accurately, but performance is not improving (i.e. still off task or disruptive) | * Adjust prompt to be more meaningful to student. * Adjust interval to issue prompt before disruption or distraction is likely to occur. |