***I-Connect* Implementation Checklists**

**Mentor ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Student Training**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TEACHER CHECKLIST**  **\*\* steps must be completed\*\*** | | | | | | | | | | | Done? |
| 1. \*\*Before meeting with student: log in to web portal, set up student account and add prompt, interval and goal. When this is completed email: gscheibel@ku.edu that it is complete and how much time it took you to set up the account. | | | | | | | | | | |  |
| 1. Introduce I-Connect by explaining it is a self-monitoring intervention: meaning the student learns to be aware of and change their own behavior. | | | | | | | | | | |  |
| 1. Provide rationale for how the intervention and the target behavior will benefit the student. | | | | | | | | | | |  |
| 1. \*\*Reviews definition of the target behavior (i.e., prompt) | | | | | | | | | | |  |
| 1. \*\*Provide an example and non-example of the target behavior | | | | | | | | | | |  |
| 1. \*\*Review the interval that will be used, including a rationale for why that interval was selected. | | | | | | | | | | |  |
| 1. \*\*Review the goal that will be used, including a rationale for why that goal was selected | | | | | | | | | | |  |
| 1. Model how to use the app by demonstrating how to: 2. log in | | | | | | | | | | |  |
| 1. navigate to the monitoring session | | | | | | | | | | |  |
| 1. start monitoring session | | | | | | | | | | |  |
| 1. monitor (yes/no) | | | | | | | | | | |  |
| 1. pause monitoring session | | | | | | | | | | |  |
| 1. stop monitoring session | | | | | | | | | | |  |
| 1. \*\*Provide student opportunity to practice monitoring accurately for 5 min.   \*\*Student should navigate to the app, log in and start monitoring session\*\*  \*\*\*Be sure to provide positive and corrective feedback as appropriate\*\*   * If the student accurately responds to the prompt, then record + * If the student does not respond to the prompt provide verbally/gesturally within 3 seconds of prompt appearing, then record P * If the student responds inaccurately to the prompt (yes, when off task), pause video and monitoring and review examples/non-examples of behavior, then record X | | | | | | | | | | | Accuracy score:  Total + \_\_\_\_\_  /10 = % |
|  | **:30** | **1:00** | **1:30** | **2:00** | **2:30** | **3:00** | **3:30** | **4:00** | **4:30** | **5:00** |
|  | **+** | **+** | **+** | **+** | **+** | **+** | **+** | **+** | **+** | **+** |
|  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |

If student falls below 80%... Reteach examples and non-examples using instructional methods that have been beneficial to the student in the past and repeat monitoring session for 5 min:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **:30** | **1:00** | **1:30** | **2:00** | **2:30** | **3:00** | **3:30** | **4:00** | **4:30** | **5:00** |
| **+** | **+** | **+** | **+** | **+** | **+** | **+** | **+** | **+** | **+** |
| **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |

Accuracy score: Total + \_\_\_\_\_ /10 = %

1. **Student Use Log**

Use this form to keep track of the times the student uses I-Connect and to ensure the necessary supports for student success are in place.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: |
| 1. Student starts monitoring session |  |  |  |  |  |  |  |  |  |
| 1. The device is positioned in a location that allows the student to respond to prompts within the response window. |  |  |  |  |  |  |  |  |  |
| 1. reviews app use or checks periodically to ensure: log in, start/stop, pause/resume. |  |  |  |  |  |  |  |  |  |
| 1. Student ends monitoring session |  |  |  |  |  |  |  |  |  |
| Notes for Mentor meeting: |  |  |  |  |  |  |  |  |  |

1. **Mentor Meeting**

Use this sheet to conduct mentor meetings to monitor student progress and record decisions to continue, adapt or end use of I-Connect.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Week 1: | | Week 2: | | Week 3: | | Week 4: | |
|  | Completed | | Completed | | Completed | | Completed | |
| 1. Meeting occurred at regularly scheduled time |  | Notes: |  | Notes: |  | Notes: |  | Notes: |
| 1. Reviews successes from the past week |  |  |  |  |
| 1. Review student performance in My Charts and discuss progress towards I-Connect goal |  |  |  |  |
| 1. Student appears to be monitoring accurately |  |  |  |  |
| 1. Student reports feedback indicating the intervention is useful and beneficial |  |  |  |  |
| 1. Student is meeting the performance goal |  |  |  |  |
| 1. Actions Taken: |  |  |  |  |
| * 1. Review purpose/benefits of intervention   2. Decrease/increase interval   3. Adjust monitoring environment (seating location, proximity to peers, etc.)   4. Reteach/review accurate monitoring   5. Increase goal   6. Begin fading using of I-Connect   7. No changes needed (student is making progress, but is not ready to increase interval) | a | a | a | a |
| b | b | b | b |
| c | c | c | c |
| d | d | d | d |
| e | e | e | e |
| f | f | f | f |
| g | g | g | g |
| 1. Student feedback is reflected in actions taken |  |  |  |  |
| 1. Plan is made to meet again |  |  |  |  |

Other notes: