I-Connect Teacher Training
Study Guide & Case Study

Introduction to I-Connect

I-Connect is a technology-based _____ system that helps students to _____ their own behavior during a monitoring session by responding to a _____ to record their behavior during a set _____.

A goal is set to encourage students to display a target behavior more frequently to by responding _____ to the prompt a set percentage of the monitoring session.

Self-monitoring is unique because it is ____-directed, meaning the _____ uses the intervention without an adult. Teachers support students to monitor by assisting in setting up the _____, _____, and goal, training them to _____ accurately, and tracking the student's progress.

The I-Connect Self-Monitoring System includes the _____ where teachers can set up student log-in and passwords, set the _____, _____, and _____ for the monitoring session, access _____ to monitor student progress, and identify _____ to share information with. As well as, the _____ where the student logs-in to _____ and check their _____.

Getting Students Started With I-Connect

Before the student is ready to self-monitor with I-Connect, the teacher will need to first set up the monitoring session and then ____ the student to monitor accurately.

Step 1: Identify the target behavior student will monitor.
To set up a monitoring session the teacher should identify a prompt related to a _____ _____ that is _____ and provides a simple direction to the student. Including the _____ in selecting the target behavior and prompt question can help them to be their own self-advocates.

Step 2: Identify the monitoring interval.
To set the interval, _____ the student to see how low long they can maintain the target behavior. _____ intervals are better for students who are learning how to monitor their own behavior.

Step 3: Identify the target goal and criterion.
To set a goal consider the percentage of time the student currently demonstrates the target behavior and set the goal for slightly above the student's current performance to build _____.

Step 4: Teach the student to monitor accurately.

Many students will require support to learn how to recognize their own behavior, teaching students to recognize and their record behavior before using I-Connect will help them to monitor _____ and provide an opportunity to make adjustments to the prompt, interval or goal.

To train the student, first describe the _____ for using I-Connect, including the benefits of using I-Connect to monitor their behavior. Next, review the target behavior that will be monitored by providing _____ and _____ of the behavior. Then, _____ how to use I-Connect to monitor the target behavior by navigating the app to start a monitoring session and responding accurately to the prompt. Finally, have the student _____ monitoring to ensure they are able to monitor accurately.

Students with more extensive support needs may need _____ training with more intensive instruction and _____.

Using I-Connect in the Classroom

Once the student is able to start, pause and stop a monitoring session and monitor accurately, they are ready to use I-Connect in the classroom. Teachers should _____ the student during the initial monitoring sessions to provide _____ if necessary. For best results students should use I-Connect at least _____ times a week, or as often as possible to build momentum.

Tracking Progress

To monitor progress, teachers should _____ with the student _____ to track student progress in a "mentor meeting". Mentor meetings should be a _____ check-in to review _____, recognize _____ and/or _____, and make _____.

During the meeting the teacher should first, discuss any successes the student has experienced using I-Connect, then review the student's progress using the chart feature to note: 1) how often the student is _____, 2) if the student has met their _____ and 3) the _____ rate. Next, the teacher and student should note any _____ encountered that have impacted the student's success. Finally, the teacher and student should identify what their plan is for the coming week to continue, _____, or begin fading use of I-Connect. I-Connect can be faded when the student consistently meets their _____, and can be faded by _____ of the interval or _____ of monitoring sessions.

Adam is a 16-year-old student who receives special education under the eligibility of Autism Spectrum Disorder. He attends classes in the general education environment but receives specially designed instruction to adapt the general education curriculum and provide social-pragmatic language supports. He is able to follow complex directions but benefits from clear and explicit directions especially when learning something new. He does not display dangerous or severe behavior but struggles to stay on task when working independently as he is easily distracted by his peer or teacher's conversations. Adam's teacher reports that during independent work time he usually can work for 30 minutes but needs reminders every 5-10 minutes to stay on task and as a result is probably on-task for 50% of the 30 minutes he is working independently.

What would be a good prompt for Adam?
a) Mind your own business
b) Are you doing your work?
c) Are you paying attention?

What would a good interval for Adam?
a) 4 minutes
b) 30 seconds
c) 7 minutes

What would be a good goal for Adam?
a) 45%
b) 60%
c) 100%

How should Adam's teacher train him to use I-Connect?
a) Ask a peer who also uses I-Connect to show him.
b) Tell him about I-Connect, show him a video of a student using I-Connect and ask him if he has any questions.
c) Introduce I-Connect and explain why it will help him, review examples/non examples of on-task behavior, demonstrate using the app to monitor, let Adam practice and provide corrective feedback if needed.

Adam has been using I-Connect for a week and while Adam's chart in the I-Connect web portal shows he is responding "yes" most of the time and meeting his goal, the teacher notices that they still have to redirect him frequently during independent work times. When the teacher meets with Adam he reports being good at remembering to select yes when the prompt pops up on screen but doesn't notice any other successes. What should the teacher do?
a) Discontinue using I-Connect, it's not working.
b) Review the purpose of I-Connect is help him to stay on-task and get his work done, and the prompt is a reminder to continue working if he isn't working when the prompt comes up he should select "no" and get back to work. Review what on-task behavior looks like using examples and non-examples having Adam role play the examples/non-examples.

Finally, have Adam practice monitoring for 15 minutes while other people are talking nearby, and check in each time he answers a prompt to pre-correct his response and provide praise and encouragement when he accurately monitors.

c) Tell Adam he can get an extra 10 minutes at the end of the period to listen to music if he starts answering the prompt truthfully.