

I-CONNECT USER GUIDE

System-wide Implementation Blueprint



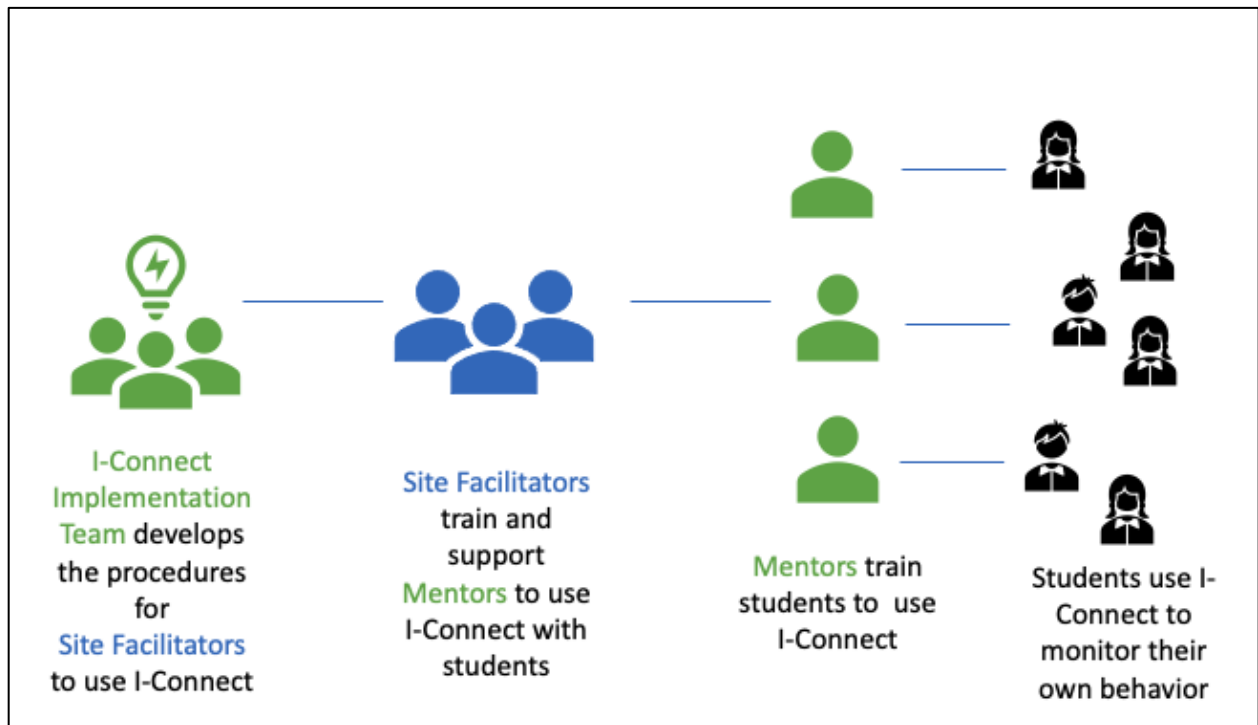
I-Connect is a technology-based self-monitoring system. The purpose of the I-Connect Blueprint is to guide leadership teams in the identification, planning, and implementation of the intervention package as part of the execution of student learning plans which aim to support users in setting, monitoring, and ultimately achieving their goals.

I-Connect Self-monitoring Implementation Blueprint

PURPOSE:

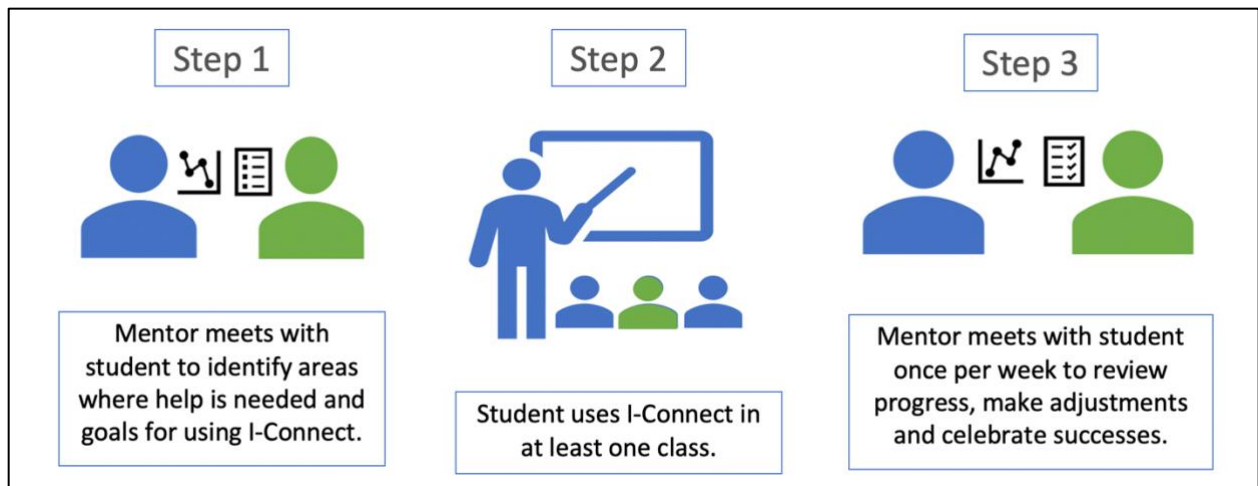
The **purpose** of the *I-Connect Blueprint* is to guide leadership teams in the identification, planning, and implementation of the intervention package as part of the execution of student learning plans which aim to support users in setting, monitoring, and ultimately achieving their goals.

I-Connect Scaling Up Map



What is I-Connect?

I-Connect is a self-monitoring platform that allows educators and students to identify relevant behaviors to target with self-monitoring, design a self-monitoring program, set a goal, and routinely monitor progress. I-Connect is supported by 11 peer-reviewed studies demonstrating positive effects in increasing on-task behavior and maintaining appropriate behavior, with generalized improvements seen in decreasing disruptive behavior and increasing task completion and academic accuracy. I-Connect is most often used to target on-task behavior; all research participants have shown at least a 50% increase in on-task behavior using I-Connect, with most participants demonstrating over 100% increase. I-Connect makes it easy for educators to collaborate with students to set goals, strengthen self-determination, and use data to monitor student progress.



Why use of Self-Monitoring?

Self-monitoring is an evidence-based practice with research supporting its effective use across age, gender, disability status, and educational settings to increase academic engagement behaviors, decrease disruptive behaviors, and other skills that promote school success. Self-monitoring is a powerful yet simple-to-use intervention which can be combined with other evidence-based practices (e.g., reinforcement) for stronger effects. Self-monitoring is a unique intervention that teaches students to observe, record and ultimately change their own behavior. The “student directed” nature of self-monitoring builds foundational self-determination and self-advocacy skills. Technology-based self-monitoring has been shown to be more effective than the traditional “pen and paper” approach to self-monitoring, allowing students to discretely and easily monitor their behavior across educational settings. I-Connect combines a technology-based self-monitoring program into collaborative teacher-student intervention that can be implemented district-wide.

Why Scale Up I-Connect Up?

I-Connect is a powerful tool for individual educators to use with their students, which can be scaled up at the district or school level as a shared tool. Self-monitoring is a versatile intervention that can support many students across a district or system, and is routinely utilized as a MTSS/PBIS Tier 2 intervention, supplemental support for academic and behavioral goals for students with Autism Spectrum Disorder, Learning Disabilities, Attention Deficit Hyperactivity Disorder, and/or Intellectual Disabilities, and a tool for students in alternative education programs to increase academic engagement. Scaling I-Connect up to the district level ensures all educators in the district are familiar with and sufficiently trained to use I-Connect with the students who would benefit from and promote sustainable and continued use of I-Connect over time. Scaling up efforts ensure that the improved academic, behavior, and self-determination outcomes of I-Connect are accessible to all students who can benefit.

Terminology

School Implementation Team (SIT)- the School Implementation Team is typically an oversight team across the district who will guide the scaling up of the I-Connect Intervention package throughout the district. This team meets semi-often (i.e., 1-2 times a month) to ensure I-Connect is being used both efficiently and effectively, and is a beneficial and sustainable intervention package for the district. This team can be embedded into an existing team such as a PBIS Tier 2 team, the Special Education team, or created as a new team.

Facilitator- a facilitator oversees the implementation of I-Connect across the district. This role is typically a member of the School Implementation Team, meets with Site Facilitators on a regular basis, and facilitates semi-often meetings of the (SIT) to confirm the fidelity and efficacy of I-Connect across the district.

Site facilitator- a site facilitator operates as the main I-Connect point of contact for a school site. This role typically acts as a coach or site leader for mentors using I-Connect with students. Site facilitators lead regular meetings with mentors to ensure all are trained to properly implement I-Connect with fidelity, and troubleshoot any technical issues as needed. The site facilitator liaisons with the Facilitator on a monthly basis to discuss updated student data, troubleshoot and problem-solve through any issues at the school level, and ensure I-Connect is still the right fit for the school.

Mentor- An I-Connect mentor meets with students on a weekly basis to establish goals and monitoring parameters, train the student to self-monitor using I-Connect, solicit feedback from the student, and troubleshoot as needed. I-Connect mentors also create student accounts in the web portal, use data to monitor student progress, and set and adjust student monitoring settings as needed.

Self-monitoring- Self-monitoring is an evidence-based self-management practice which involves an individual keeping a record of their behavior at specific intervals over time. With I-Connect, self-monitoring is elevated to a technology-based intervention package which allows for the customization of monitoring features, and offers a data-driven self-monitoring solution with live-data tracking through a secure database of student monitoring data.

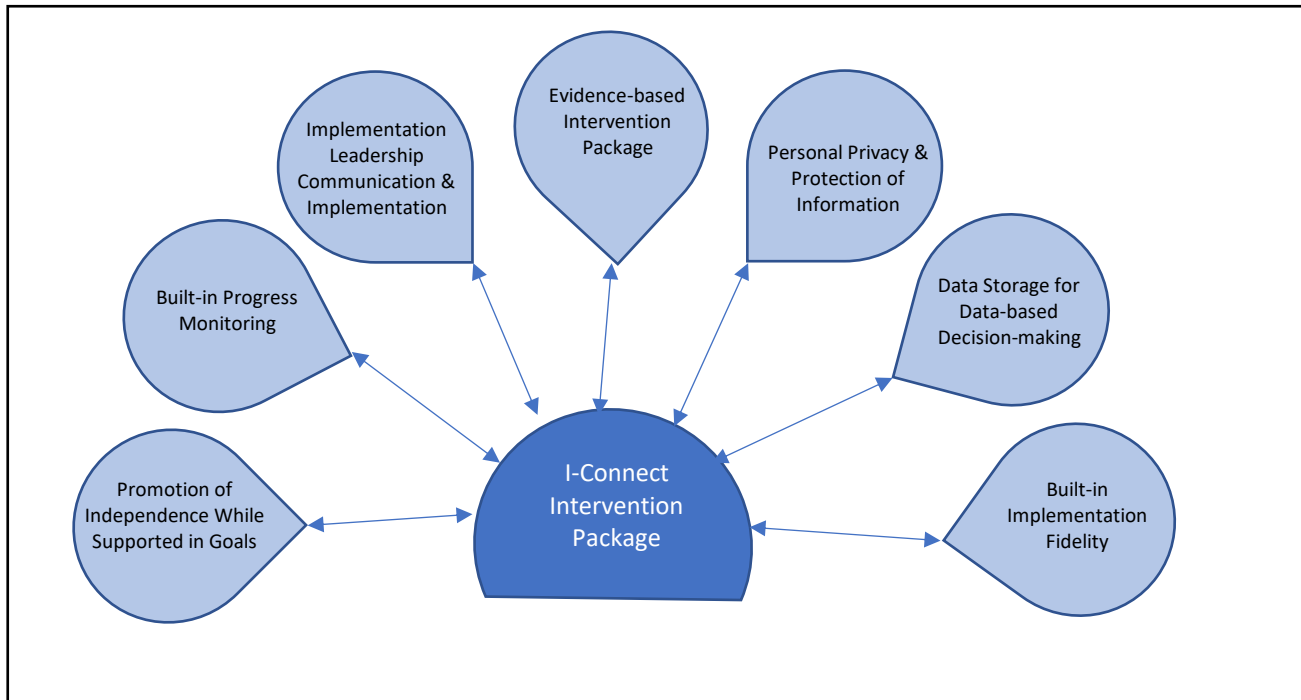
Data-driven decision-making- I-Connect provides easy to interpret charts of student progress to facilitate the use of student monitoring data to guide decisions to continue, adjust, fade, or terminate self-monitoring.

Mentor training- Typically done by a Facilitator or Site Facilitator, this training includes all information and guidance needed to be able to put I-Connect in place in the classroom, including guidance towards how to effectively identify students who may benefit from using I-Connect, identify individualized target behavior and monitoring intervals, identify when to include supplemental interventions, and train students to self-monitor. Additionally, mentors

will learn to create and modify student accounts, select target behavior(s) and intervals for monitoring, and track student progress.

Student training- Typically done by a mentor, this is when the student will learn to self-monitor using I-Connect. This includes learning to accurately identify and record if the target behavior is occurring or not, as well as how to use the app to self-monitor and access their charts.

I-Connect Core Features and Practices



Evidence-based intervention package- At I-Connect's core is the evidence-based practice of self-monitoring. Self-monitoring is often considered an evidence-based practice with a substantial literature base demonstrating positive effects for academic and behavioral outcomes for K-12 students with and without disabilities. I-Connect includes the three essential components of self-monitoring, with a growing research-base to support its efficacy. To date, 11 peer-reviewed research studies have been published demonstrating I-Connect is consistently effective at increasing on-task behavior for students with autism spectrum disorders (ASD), attention deficit hyperactivity disorder (ADHD), learning disabilities (LD) and others. Using I-Connect has also demonstrated an improvement in academic and challenging behavior.

Progress monitoring- With I-Connect, tracking student progress is easy. When monitoring with I-Connect, student data is logged and tracked across each monitoring location and session. Mentors can access student monitoring data through the Web Portal, where there are options to view student monitoring data in chart form with a variety of customizable settings. Students can also monitor and track their own progress towards their goals through the My Charts function in the I-Connect app itself. With a variety of customizable settings, the My Charts

feature enables students to track their own progress, compare progress across goals, and gain an awareness of their behavior over time. This fosters independence in self-monitoring and progress monitoring for students, while also encouraging students to advocate for themselves should progress be slow.

Promotion of independence while supported in goals- The I-Connect intervention system has many features which allow for the promotion of student independence, while still being supported in their goals. The I-Connect application operates on student devices, allowing for the student to monitor their behavior using existing technology used in the classroom, or a personal device. Mentors can track student monitoring separately using the Web Portal while the student is actively monitoring, without directly interacting with the student as they work. Students can feel both supported in their progress towards their goals, as well as a sense of independence and autonomy regarding their own behavior.

Data storage for data-based decision making- Student monitoring data is stored in a secure database through the University of Kansas, where data is maintained and stored for retrieval by students, mentors, and site facilitators. Each monitoring session is logged in live-time and stored in the KU database, where mentors and students can access the data through the Web Portal and My Charts feature in the app, respectively. This data can then be used to inform data-based decision-making to support students in achieving their goals.

Personal Privacy and Protection of Information- For more information regarding the I-Connect personal privacy and protection of information policy, see our terms and conditions, and privacy policy. All data is stored in a secure location, but as true for all information on the internet, there is a small risk of breach. I-Connect users who are concerned with the privacy of student data may feel free to use student aliases, as each I-Connect student account is not connected to a student email, but rather the mentor's email.

Implementation Fidelity- I-Connect offers a self-assessment for both the mentor and student. This form seeks to ensure I-Connect is implemented consistently across the school and district, gather accurate data regarding student use and response patterns, elicit teacher-student feedback and reinforcement, and outline the critical aspects of a weekly mentor meeting.

Leadership/implementation team communication and coordination- The structure of the I-Connect implementation leadership team allows for the communication and coordination necessary to effectively implement I-Connect class- or school-wide, across the district. The School Implementation Team oversees all levels of implementation with emphasis on the first two levels, described below. The Site Facilitators oversee the third and fourth levels of implementation, working directly with students, described below.

Getting Started

Implementing any innovation in your school district can feel challenging and overwhelming at first. Implementation stages can help organize how you bring I-Connect to your district, and

help team members know what to expect each step of the way. Before you get started it is helpful to remember...

Scaling up I-Connect is a mission-oriented process that takes time! Anticipate a full year to make multiple decisions, actions and corrections before full implementation.

Scaling up I-Connect includes four “stages” which will lead to the sustainability of this intervention in the context of a changing world. These stages are not linear-- they do not have a precise beginning or end.

Key components and processes during each stage ensure the systematic and intentional approach necessary for managing system change and building sustainability of I-Connect.

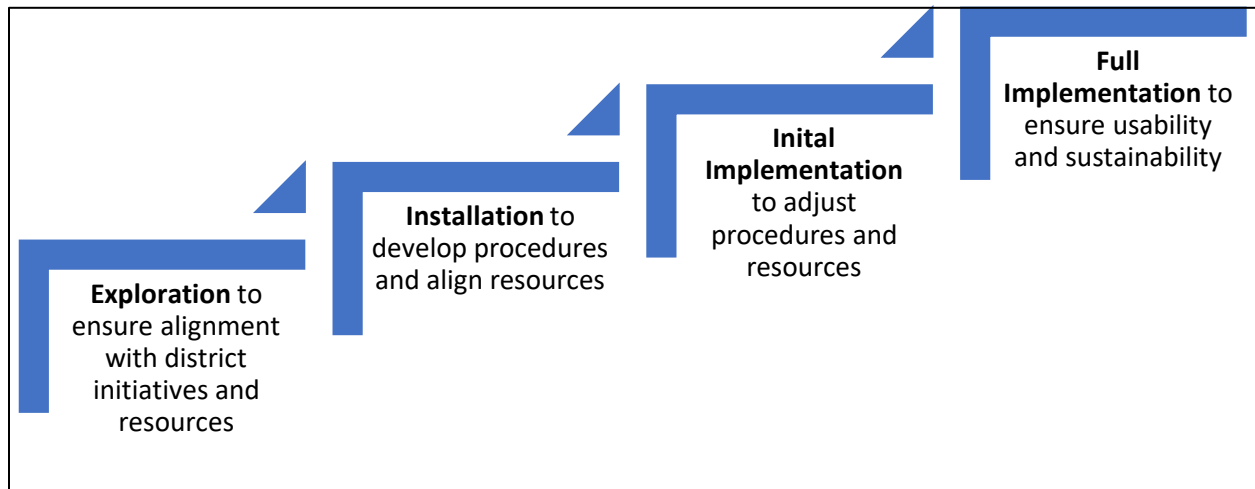
What does I-Connect Scaling Up Look Like?

The process of scaling I-Connect up at a system (i.e., district or school-wide) level can be made easier and more effective by following a framework of implementation stages recommended by Implementation Science. Scaling I-Connect up involves gathering a team of stakeholders who can make decisions and are familiar with the facilitation of, and barriers to, implementing practices with students. Initially, the team will learn more about I-Connect during the exploration stage to ensure the I-Connect aligns with district initiatives and priorities. Next, the team prepares to use I-Connect during the installation phase by developing procedures to train educators how to identify students who may benefit, to implement I-Connect and monitor student progress effectively, and includes the gathering of resources. Once ready, the team launches I-Connect with a small group of teachers and students during the initial implementation phase to ensure the procedures and resources on hand are adequate and effective. Finally, full implementation is achieved when 1) all educators are familiar with I-Connect and students who are likely to benefit from the intervention, 2) necessary training and resources are widely available, and 3) procedures are in place that ensure training and resources are sustainable in the future. This systematic process can usually be achieved within one school year and ensures that I-Connect is implemented effectively and sustainably.

Implementation Science is a multi-disciplinary field of research examining how to introduce, prepare and ultimately adopt practices across large systems. Research from the last decade has demonstrated school districts who employ implementation science frameworks to adopt new practices (i.e., Multi-tiered Systems of Support, districtwide curriculums, etc.) are more likely to effectively adopt these practices over multiple years. (Jackson et al., 2018).



I-Connect Levels of Implementation



Implementation Process:

Stage 1: Exploration

The goal of the Exploration Stage is to allow for time to assess the potential match between school needs, the I-Connect intervention requirements, identify resources on hand, and to make a decision to proceed (or otherwise). Additionally, potential barriers to implementation are assessed (e.g., relating to funding, staffing, referrals, and system changes) and cataloged in the Readiness Assessment. During this stage, it is suggested an I-Connect Implementation team is identified as a subcommittee of an existing school team, stake holders are engaged for feedback, and an Action Plan for moving forward is created.

The goal of the Exploration Stage is a clear implementation plan with tasks and timelines to facilitate the installation and initial implementation of the program.

What does the I-Connect Scaling Up Exploration Stage look like?

- ⇒ Begin to work with existing student support teams (e.g., PBIS or MTSS) to introduce and become familiar with I-Connect; if no such structure is currently in place, a subcommittee can be formed within existing teams (e.g., Special education, PLC etc.)
- ⇒ Identify a core group of student support team members to facilitate I-Connect implementation (School Implementation Team); set up regularly scheduled meetings with this team
- ⇒ Present I-Connect to administration, including technology infrastructure requirements
- ⇒ Present I-Connect to faculty and staff: review benefits to students and time requirements, recruit and identify potential mentors

- ⇒ The School Implementation Team completes a resource assessment to determine readiness for I-Connect Implementation
- ⇒ Once readiness is established, the School Implementation Team creates an action plan to ensure all essential drivers of I-Connect are in place
- ⇒ Consider piloting using I-Connect with a mentor and 1-2 students to identify how I-Connect will work best

Resources

- Administration Introduction Packet
- Faculty and Staff Introduction Packet
- Readiness Assessment & Action Plan
- Exemplar Readiness Assessment & Action Plan
- Scaling Up I-Connect Project Plan
- Alignment Document

Exploration Stage Activities	
<p>Purpose: To ensure alignment with district initiatives and resources</p>	<p>Establish your implementation team</p> <ul style="list-style-type: none"> • Meeting regularly • Explore I-Connect • Review Implementation Process <p>Readiness Assessment</p> <ul style="list-style-type: none"> • Ensure I-Connect is a good fit for your district or school’s initiatives • You have the available resources to implement I-Connect <p>Action Plan</p> <ul style="list-style-type: none"> • Establish a timeline towards implementation • Establish roles and responsibilities • Establish a leadership team to direct, coordinate, and oversee policy <p>Leadership Approval</p> <ul style="list-style-type: none"> • teacher/support staff buy-in <ul style="list-style-type: none"> -decision-making process targeting student outcomes -targeted data collection system -decision-making authority -implementation fidelity of the intervention package

Stage 2: Installation

Once the School Implementation team has determined readiness for implementation and created an action plan of needs to be accomplished before I-Connect is launched, these activities will define the Installation Stage of implementation. At this early stage of implementation, the following are in place: training to ensure effective implementation, availability of necessary resources and materials, a small pilot group of implementors, and plans for providing coaching support.

The goal of the Installation Stage is the completion of the Action Plan. The foundation is now laid for the launch of I-Connect.

What does the I-Connect Scaling Up Installation Stage look like?

- ⇒ Ongoing School Implementation Team meetings to assess action plan progress
- ⇒ Address any outstanding team needs from the Action Plan
- ⇒ Ensure any outstanding technology infrastructure needs from the Action Plan are resolved
- ⇒ Acquire devices, ensure app is downloaded
- ⇒ Provide training to mentors and site facilitators (link to training videos) and ensure mentors are comfortable adding and monitoring students
- ⇒ Develop a coaching plan with regularly scheduled meetings for mentors (link to coaching log)
- ⇒ Establish a communication plan for mentors and students to provide feedback to School Implementation Team

Resources

- Blurb examples of various team formats
- Technology assurances for IT departments
- Baseline behavioral knowledge training videos
- Coaching Log
- Coaching Log Exemplar

Installation Stage Activities	
To develop procedures and align resources	<p>Build and maintain the necessary infrastructure for using I-Connect</p> <ul style="list-style-type: none"> • Technology • I-Connect site facilitator • Mentor training to use I-Connect <ul style="list-style-type: none"> -Mentors can identify students who can benefit from I-Connect -Mentors can select target behavior and intervals, and monitor progress <p>Small group pilot with 1-2 mentors Troubleshoot technology issues</p> <ul style="list-style-type: none"> • Refine procedures and training <p>Plan for coaching/supporting educators using I-Connect</p> <ul style="list-style-type: none"> • Site Facilitator coaching plan introduction and on-going support for educators

Stage 3: Initial Implementation

During initial implementation, I-Connect is available for use to trained mentors, with the understanding that adjustments are anticipated- even the best laid-out plans offer opportunities for learning and improvement. This stage is known as the “awkward stage”; a good motto to keep in mind is to “get started and then get better.” The support of administrators is critical during this stage, as new concerns emerge from staff due to the challenge of taking on a new task. During this stage, it is important to solicit feedback frequently from implementors (mentors) and stakeholders (including parents and students) to ensure I-Connect works well for students and is easy for teachers to use. Implementor and stakeholder feedback is critical in this process, as is the willingness to learn from mistakes and develop system solutions when appropriate, to avoid the re-emergence or re-occurrence of persistent problems.

The goal of the initial implementation stage is to identify what portion of the Action Plan has been successful for students and teachers, and where improvements can be made to ensure the intervention is sustainable over time.

What does the I-Connect Scaling Up Initial Implementation Stage look like?

- ⇒ I-Connect is being used with multiple students (>3), who are using I-Connect in at least one class per day, with at least one mentor
- ⇒ Mentors meet weekly with students to review progress, provide positive feedback, and make adjustments as necessary
- ⇒ School Implementation Team meets monthly to routinely review feedback from mentors and students, and make adjustments to address any issues quickly

Resources

- Trouble shooting guide for commonly encountered challenges
- Coaching Log exemplar

Initial Implementation Activities	
To adjust procedures and resources	<p>Make I-Connect widely available</p> <ul style="list-style-type: none"> • Share I-Connect use and benefits at team meetings, professional development seminars, professional learning communities, etc. • Be clear that the purpose of this time is to “get started and then get better” • Educators should know how to access mentor training and/or nominate students to use I-Connect • Ensure key stakeholder representation <p>Solicit Feedback</p> <ul style="list-style-type: none"> • Establish a simple method for mentors to provide feedback to the implementation team regularly • Check in with students to hear about their experience

	<p>Determine what works and what needs adjusting</p>
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- Make adjustments that make it easier for mentors to use I-Connect
- Check student progress-- Is I-Connect making a positive impact?

Stage 4: Full Implementation

Full implementation of I-Connect occurs once the use of I-Connect becomes sustainable, meaning I-Connect is integrated into school policies and procedures and is routinely selected as an intervention to support students. Typically, a full school year is needed to reach full implementation with I-Connect. Once full implementation is reached, it is important to continue to assess fidelity of the intervention regularly as this will ensure its effectiveness continues. School Implementation Teams help to ensure that implementation data are used for decision-making, fed forward and back to key stakeholders, and any issues are addressed quickly.

The goal of the full implementation stage is to ensure the I-Connect intervention is useful and sustainable over time.

What does the I-Connect Scaling Up Full Implementation look like?

- ⇒ The majority of staff are familiar with the purpose of I-Connect and are either trained to be a mentor or know how to refer a student to use I-Connect
- ⇒ Mentors are fluent with use of the I-Connect web portal, and are able to add students, make adjustments, and check student progress
- ⇒ Systems are in place to replace and train new mentors and site facilitators, and provide refresher trainings to existing mentors and site facilitators
- ⇒ Systems and procedures are in place for referring and exiting students for use of I-Connect
- ⇒ Site Facilitators trains at least 50% of selected mentors and mentors complete I-Connect training with at least 50% of nominated students' accounts set-up on Web
- ⇒ Site Facilitators routinely monitors mentor use of I-Connect to ensure 80% implementation fidelity
- ⇒ Site Facilitators document that student outcomes are monitored by mentors
- ⇒ School Implementation Team meets monthly to identify challenges and adjustments that are needed
- ⇒ School Implementation Team provides “train the trainer” certification to allow for site facilitators and mentors to train colleagues and increase use of I-Connect
- ⇒ I-Connect is in full alignment with school policy and procedures, and contributes to the objectives of the school’s strategic plan
- ⇒ The data from I-Connect use informs data-driven decision making at the student and school level

Resources

- I-Connect referral/nomination form
- I-Connect Team monitoring log

Full Implementation Activities

<p>To ensure usability and sustainability of the intervention</p>	<p>I-Connect is a frequently accessed and sustainable resource for target educators</p> <ul style="list-style-type: none">• Plan for approximately 1 school year• Continue to monitor fidelity to ensure I-Connect is being used effectively• Continue to monitor student progress• Use of implementation data for decision-making, feed-forward and back to stakeholders and adjustments• Ensure I-Connect is useful and sustainable over time
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Beyond Stage 4: Innovation and Sustainability

Once I-Connect has reached full implementation, it is important to ensure it continues to be used to full capacity consistently over time. It is not uncommon for interventions to “drift” away from their intended purpose once they have been put in place. To guard against this drift, measures should be taken to promote innovation and sustainability. Once full implementation has been reached, the School Implementation Team should continue to meet routinely to monitor implementation fidelity and address any on-going issues. Continued fidelity monitoring will help to preserve the effectiveness of I-Connect as well as intercept any challenges that would limit the use of the intervention over time.

The goal of the innovation and sustainability stage is to ensure I-Connect continues to be a simple, useful, and effective tool to support student outcomes.

What does the I-Connect Scaling Up Sustainability look like?

- ⇒ Mentor and student use of I-Connect for a full calendar year with minimal support
- ⇒ School Implementation Team continues to provide mentor training and bring on new team members
- ⇒ The School Implementation Team, in coordination with site facilitators, provides outcome data to administration
- ⇒ I-Connect data is incorporated into school-wide data to allow for data-driven decision making by administration and MTSS teams
- ⇒ I-Connect usage is routinely included in the agenda of school- or cohort-wide teams (MTSS, PBIS, Special Education)
- ⇒ I-Connect continues to be in full alignment with school policy and procedures, and contributes to the objectives of the school’s strategic plan
- ⇒ The data from I-Connect use continues to inform data-driven decision making at the student and school level

Scaling Up I-Connect: Implementation Stages Checklist

Exploration- to ensure alignment with district initiatives and resources

- Establish the implementation team(s)
- Complete the Readiness Assessment
- Establish an Action Plan:
 - Leadership team designations
 - Roles and responsibilities for team members defined
 - Timeline for implementation established
- Review the implementation process and timeline with the established team
- Schedule and hold regular meetings

Installation- to develop procedures and align resources

- Acquire technology needed for implementation
- I-Connect site facilitators train mentors to:
 - Use I-Connect
 - Identify students who may benefit from using I-Connect
 - Select target behaviors and set monitoring parameters
 - Monitor students' progress
- Site facilitators have a plan for coaching and ongoing implementation support for educators
- Run a small pilot study with 2-3 mentors and students
 - Troubleshoot technology issues
 - Refine training procedures
 - Refine procedures for implementation

Initial Implementation- to adjust procedures and resources

- Share I-Connect benefits at team meetings, professional development seminars, with professional learning communities in the district, etc.
- Make training and information widely available to educators
- Ensure key stakeholders are represented and play a role
- Solicit feedback from relevant groups
 - Establish a simple method for mentors to provide the implementation team with feedback on a regular basis
 - Check in with students about their initial experience
- Determine what works and what doesn't
- Assess and make adjustments as needed
 - What works for mentors? What doesn't?
 - What works for students? What doesn't?
- Check student progress
 - Is I-Connect making a positive impact on students?

Full Implementation- to ensure usability and sustainability

- Ensure I-Connect is a frequently accessed, sustainable resource for educators
 - Continue to monitor fidelity to ensure I-Connect is being used effectively
 - Continue to monitor student progress
 - Use implementation data for decision-making and make adjustments as needed