



Troubleshooting



in the Classroom

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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| Student does not want to use I-Connect because they don't want to look different. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • Adjust prompt to be more meaningful to student. • Adjust interval to issue prompt before disruption or distraction is likely to occur. |