Showcasing iPad Apps for Children with Autism

Center on Assistive Technology & Inclusive Education Studies
at The College of New Jersey
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Rationale

- Overwhelming number of apps available, with new ones released every day
- Typical descriptions of apps are not objective
- Need a framework for determining which apps are appropriate & likely to be effective*
- Need to plan for implementation

* Developed by Harry Walker at Johns Hopkins University, 10/2010; edited by Kathy Schrock 2/2011; modified by CATIES, 6/2014
Guided Access
Connection to Goals

- Skill(s) reinforced are **strongly connected** to the curriculum &/or child’s goals
- Skill(s) reinforced are **related to** the curriculum &/or child’s goals
- Skill(s) reinforced are **prerequisite** or foundation skills
- Skill(s) reinforced in the app are **not clearly connected** to the curriculum &/or child’s goals
Differentiation/Customization

- Many **settings & content can be altered** to meet student’s needs
- Several settings and/or content can be altered
- **Limited flexibility only** (e.g., a choice of easy, medium, & hard levels)
- No flexibility: **settings cannot be altered** to meet student’s needs
Feedback

- Feedback is **specific** & **data is available** electronically to both student & teacher/parent
- Feedback is specific and results in improved **student performance** (may include tutorial aids)
- Feedback is **not distracting**
- Feedback is **limited to correctness** of student responses and allows for student to **try again**
- Feedback is limited to **right/wrong**
User Friendliness for both Student & Teacher/Parent

- Students can launch and navigate within the app independently; teachers/parents can customize the app easily.

- Students need only a quick review on how to use the app; teachers/parents can figure out how to customize the app.

- Students need teacher supervision in order to use the app; teachers/parents need to read instructions each time they want to customize settings/content.
Student Motivation/Engagement

- Students are highly motivated to use the app and select it as their first choice.
- Students will use the app as directed by the teacher/parent.
- Students view the app as “more schoolwork” and may be off-task when directed to use the app.
- Students avoid the use of the app or complain or act out when the app is assigned.
Reporting

- Data is available electronically to the student and teacher/parent

- Data is available electronically to either the student or the teacher/parent and may be provided to the other via screenshot

- Data reporting is incomplete and/or cumbersome

- No summary data is available