

# Showcasing iPad Apps for Children with Autism



Center on Assistive Technology &  
Inclusive Education Studies  
at The College of New Jersey  
Summer 2014

# 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