Design and Task Choice:

We had a difficult time picking from our tasks. The need for improved personal informatics tools in Special Education is a critical needs area that is constantly evolving. That being said, we decided to pursue Tasks 1 and 2:

1) Allow parents and teachers to aggregate all IEP information so that it is easily accessible through eclectic situations and environments.

2) Encourage IEP goals, objective, and student behavioral communication between parents, teachers, and school officials.
Our primary factors for choosing our top tasks included trying to find a niche area in Special Education we could comprehensively develop given our remaining time in the quarter, based on the themes documented from our contextual inquiries. Feelings of confusion, being overwhelmed, and/or frustrated with the IEP process were consistently expressed throughout our contextual inquiries. One aspect of the design we added after the critiques is simplified informatics. We did have complicated graphs of progress towards a goal, but now simplified it to arrows that quickly tell a parent how their child is doing.

We feel the selected tasks harness personal informatics to help turn the tide of the IEP process in a more positive direction. Helping parents and teachers better communicate and have access to the aggregate data that informs a student’s IEP has the greatest potential to pave the way for our other tasks that focus on additional resources for student learning and investment. By establishing a solid baseline of requisite informatics and opening more convenient channels for parents and teachers to collaborate on this multifaceted document we believe the purposeful intent of the IEP can be better realized.
Task 1: Allow parents and teachers to aggregate all IEP information so that it is easily accessible through eclectic situations and environments.
Nina was not able to finish her IEP writing assessment.

Her teacher wanted her to retake it.

**My IEP: Nina**

**Goal:** Nina had a hard time finishing her test today. I would like her to retake it.

- 20 percent
- beneficiary: teacher
- identified
- ADD MORE

**My IEP: Nina**

- Attached goals:
  - Nina had a hard time finishing her test today.
  - I would like her to retake it.

- Did Nina lose her
  - Order management forms?
  - Extends time limits by
  - working
  - 12 weeks

Nina's Dad uses my IEP to ask if Nina used her writing accommodations.
Nina’s teacher receives the feedback and talks to Nina about how to use her accommodations.

Nina uses her accommodations when she retakes the test.

Task 2:
Encourage IEP goals, objective, and student behavioral communication between parents, teachers, and school officials.

Nina passes her test, Nina and her dad are proud of Nina!