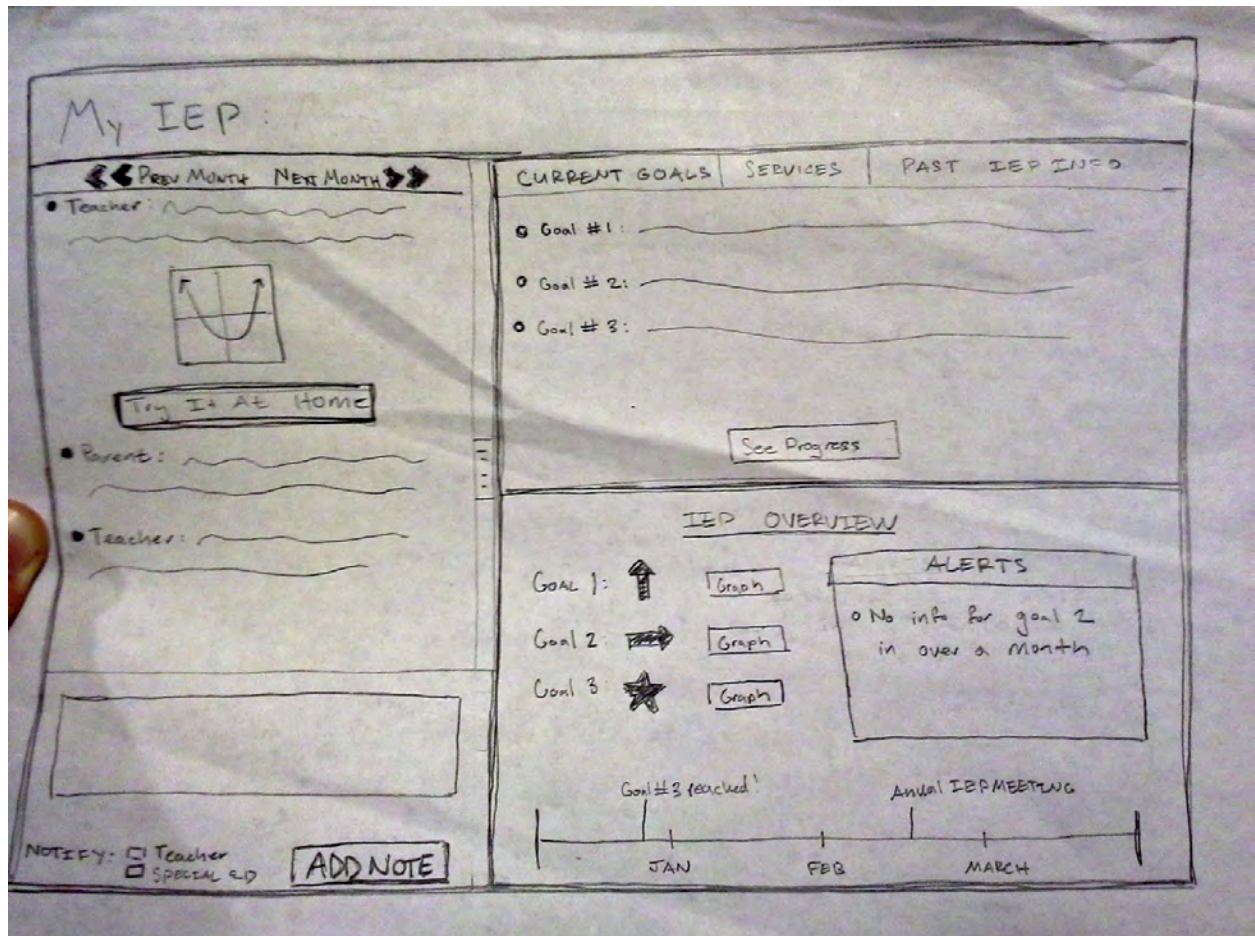


2g: Design Review

Jessica Wong, Monique Franklin, Lane Felker, Kristen Olson

10/22/14

Design and Task Choice:

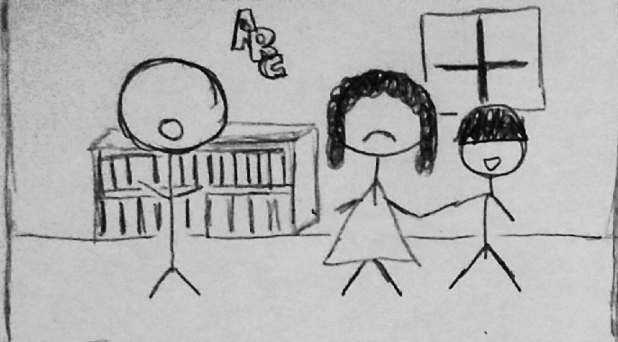


We had a difficult time picking from our tasks. The need for improved personal informatics tools in Special Education is a critical needs area that is constantly evolving. That being said, we decided to pursue Tasks 1 and 2:

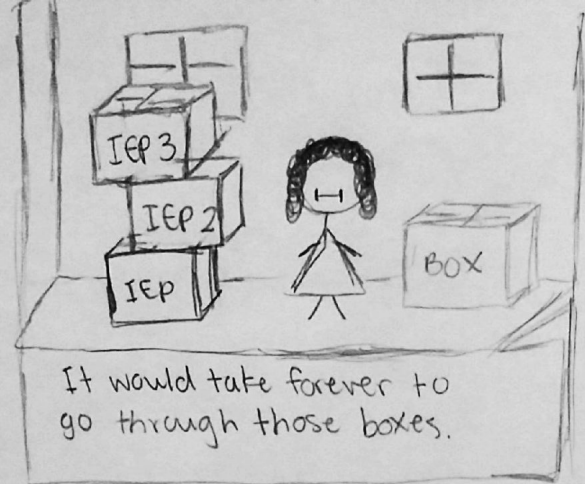
- 1) Allow parents and teachers to aggregate all IEP information so that it is easily accessible through eclectic situations and environments.
- 2) Encourage IEP goals, objective, and student behavioral communication between parents, teachers, and school officials.

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.

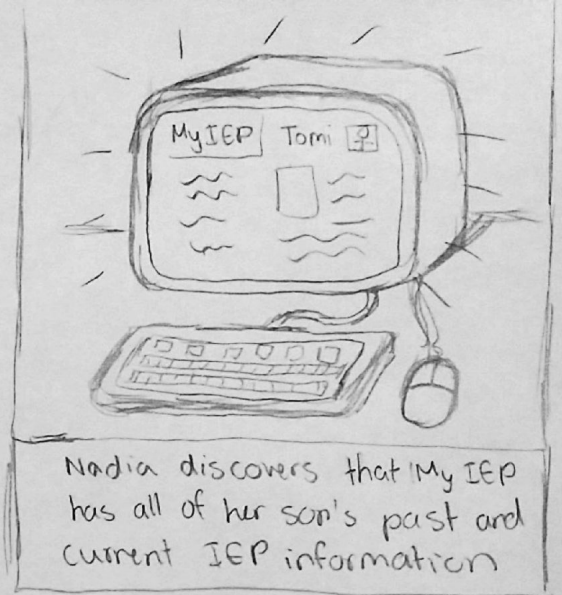
We feel the selected tasks harness personal informatics to help turn the tide of the IEP process in a more positive direction. Helping parents and teachers better communicate and have access to the aggregate data that informs a student's IEP has the greatest potential to pave the way for our other tasks 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.



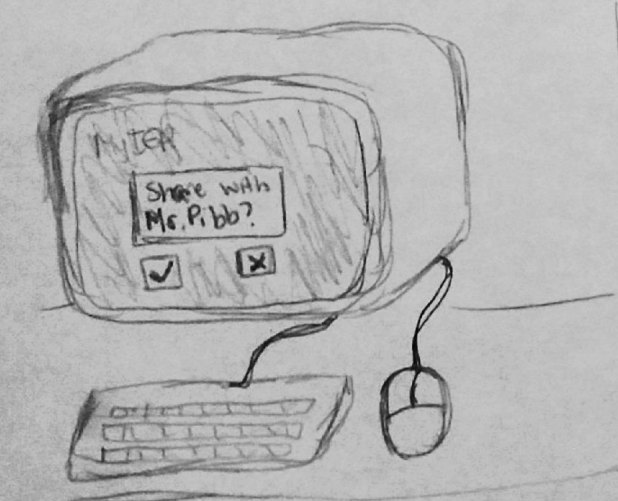
Mr. Pibb is Tomi's new IEP teacher. Nadia has just moved and needs to show Mr. Pibb Tomi's previous IEP papers.



It would take forever to go through those boxes.



Nadia discovers that My IEP has all of her son's past and current IEP information



Now, Nadia can easily share all important documents with Mr. Pibb



Mr. Pibb can read these documents and catch up with Tomi's IEP anywhere, anytime.

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



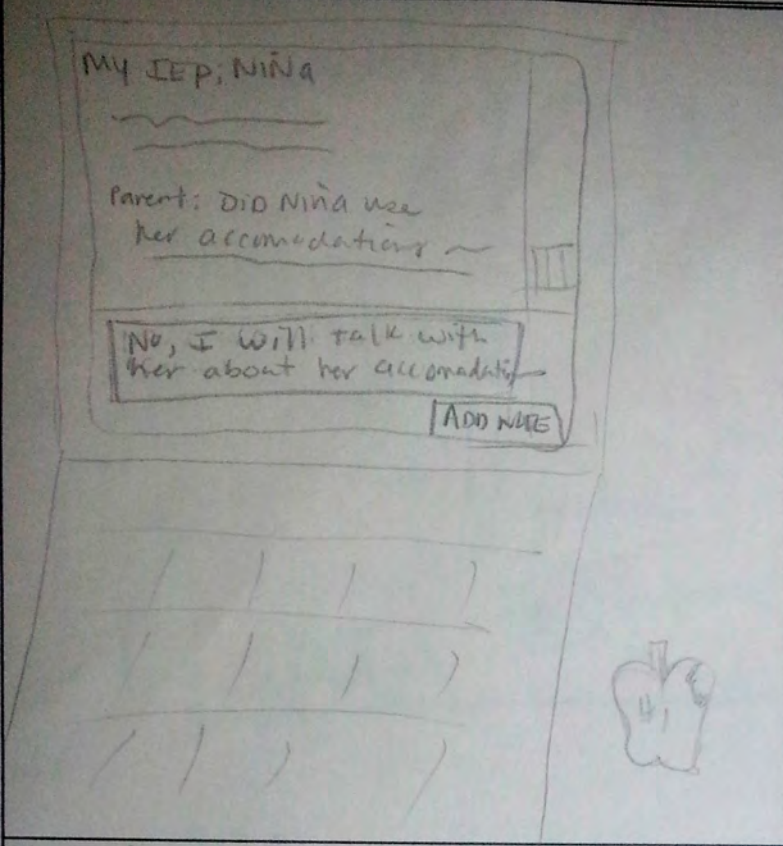
Her teacher want her to retake it.



Her teacher uses My IEP to notify Nina's dad about retaking the assessment



Nina's Dad uses my IEP to ask if Nina used her writing accommodation



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!