

About SpecialNeedsWare

SpecialNeedsWare is a leading provider of software solutions dedicated to special education students, families, teachers, and organizations around the world. It was founded after years of research in 2011, by computer scientist Jonathan Izak, whose younger brother is on the autism spectrum and was the initial inspiration for the formation of the company. Since that time SpecialNeedsWare has developed the award winning AutisMate platform, acquired a board that consists of leading industry experts, partnered with Boston Children's Hospital, and most recently launched two new platforms: the language development game PuddingStone, and the learning management system, TeachMate365.

Board of Advisors

SpecialNeedsWare has built a diverse and active advisory board consisting of leading educators, researchers and professionals in the special needs community. Its advisors are committed to the success of the company, its products and most importantly, its users. They participate in trainings, implementations and conduct regular webinars and guest lectures around the country.



Howard Shane, PhD
Director, Boston Children's Hospital



Dr. Peter Gerhardt, Ed.D.
Chair, OAR Scientific Council



Melanie H. Johnston, MA
Executive Director, BRITE Success



Tammy Taylor, MS
Speech Language Pathology Center



Kelly Fonner, MS
Consultant, Assistive and Educational Technology



Gemma White, CCC-SLP
Director, Spoonful of Sugar, Inc.



Jennifer Dantzer
Executive Director/Founder, Including Kids, Inc.

In Proud Partnership With Boston Children's Hospital

SpecialNeedsWare partnered with Boston Children's Hospital, Harvard Medical's world-renowned research institute in 2012. Since that time, SpecialNeedsWare has collaborated with Boston Children's Hospital to develop PuddingStone - a first-of-it's-kind virtual learning game, and TeachMate365, a learning management system for special education.

SpecialNeedsWare's Vision

As SpecialNeedsWare continues to grow, develop, innovate and push the boundaries of what technology can do for the special needs community, the company's foundation remains in its passion to improve the lives of individuals with special needs by addressing the unique abilities they have and struggles they face every day.



TeachMate³⁶⁵
MAKING EDUCATION SPECIAL

WOONSOCKET PUBLIC SCHOOLS
TASK COMPLETION CASE STUDY



Woonsocket Public Schools - Task Completion Case Study

“TeachMate365 has changed the way therapists, teachers and families approach the task of teaching language development, social expectations and functional communication for our diverse student population.”

Beth Campanelli, CCC-SLP
Pothier Elementary School
Woonsocket Public Schools

TASK COMPLETION IN A CLASSROOM ENVIRONMENT

INTRODUCTION

Motivating our students on the autism spectrum to stay on task intermittently throughout the school day can be difficult and strongly influenced by learning history, learning styles, internal and external stimuli, meaningfulness of the task from the perspective of the learner and level of attending skills.

In addition, individuals with autism spectrum disorders (ASD) tend to have difficulty engaging in non-preferred activities. This may be due to lack of motivation, unclear expectations and difficulty comprehending the language associated with time concepts. Various instructional strategies are available for teachers and clinicians to address difficulties staying on task and completing tasks.

TeachMate365 encompasses an array of comprehensive visual supports that can be customized to meet the unique needs of each and every student with special needs. Visual schedules are included in this set of comprehensive dynamic supports to motivate learners to stay on task and maintain attention to tasks independently.

This case study examines the implementation of TeachMate365, specifically the use of visual schedules with a 7 year old verbal male student with autism within the school setting. Quantitative data were collected by the classroom teacher to measure:

- (1) Sustained attention to task
- (2) Independent task completion.

This study indicated that the use of visual schedules increased attention to task and independent task completion by 33% over the course of 60 days.

METHODOLOGY

Prior to intervention, teacher reports indicated that this student was unable to attend to tasks and independently complete a task. This student relied heavily on teacher prompts and redirection. Using TeachMate365, visual schedules were customized into visual scenes for the student to access during various structured activities. During intervention, the student was presented with TeachMate365 and prompted to access his visual schedules that utilized images and timers to depicting the activity to be completed.

FINDINGS

Results of this case study indicated that the use of electronic-based visual schedules increased motivation and time on task for various structured classroom activities. While data shows a steady increase in both task completion and time spent on task, variability in the data can be attributed to two uncontrollable variables: first, absences from school and second, distracting internal stimuli. Despite the inconsistencies in the data, the regression line clearly illustrated a 33% increase to complete tasks and maintain attention to tasks over a 60 day period.

