

Developing Technology to Improve Schedule Planning and Decision Making for Adolescents and Young Adults with Disabilities

FOCUS GROUP 4 TRANSCRIPT

DATE: 7/15/2019

TIME: 5:30- 7:00 pm

INVESTIGATORS: Dr. Abigail Johnson, Dr. Ed Durfee

Participants: 2 speech and language pathologists. 1 occupational therapist and 2 high school transition services planners, 1 young adult transition coordinator/speech language pathologist

Key Themes *[line numbers of the relevant transcript discussion provided in brackets]:*

- This technology provides novel, valuable features including flexibility, coordinated scheduling, and the ability to visualize later effects of a current choice not known to be available in other tools used by our experts. *[page 14, line 428 - 476] [page 27, line 859-869]*
- Experts felt this tool would help adolescents with complex health conditions, as well as teens and young adults with cognitive problems (e.g. executive functioning, memory or attention), and youth with neurodevelopmental conditions or learning problems (e.g. Attention Deficit Hyperactivity Disorder (ADHD), Autism, Intellectual Disability). *[page 23, line 706 – 745] [page 29, line 922-947], [page 37, line 1202- 1246].*
- This tool could reduce conflict between parents and their children promoting autonomy, independence, and the use of natural consequences *[page 8, line 198 – 210] [page 27, line 874 – 894] [page 30, line 949 – 955] [page 40, line 1287-1308]*
- The tool has potential to be a valuable teaching resource for experts and health care providers working with adolescents, and that value is increased if data can be stored and reviewed at a later time *[page 20, line 637- 653], [page 21, line 655 – 698], [page 28, line 885- 984], [page34, line 1077 – 1113], [page 36, line 1167-1200].*

- Visual displays associated with the technology were highly valued. *[page 20, line 637-653] [page 28, line 885- 984], [page34, line 1077 – 1113], [page 36, line 1167-1200.]*

- Adolescents, and families may require specific instruction in how to use the technology and this instruction could be provided by experts (such as special education teachers or therapists). The best way to teach use of the technology will be different for different user groups. *[page 16, line 494- 513]; [page 23, line 706 – 745], [page34, line 1077 – 1113].*

- User experience/technology interface factors would significantly affect how well users could be expected to engage with the technology and how much teaching would be required for users to adopt this technology. Several options for associated features that may increase usability were discussed including:
 - Reward or incentive signals *[page 16, line 480-491]*
 - Simplified visual displays and/or color coding *[page 21, line 655 – 698]*
 - Options of audio alerts/displays *[page 32, line 1017 – 1034] [page 39, line 1247-1258].*
 - Embedded alerts and reminders *[line 225- 259, pg. 9] [page 33, line 1050- 1076]*
 - The ability to prioritize or heavily weight highly valued items *[page 17, line 522 - 568]*
 - Syncing with a time clock or timer *[page 35, line 1115 -1130].*