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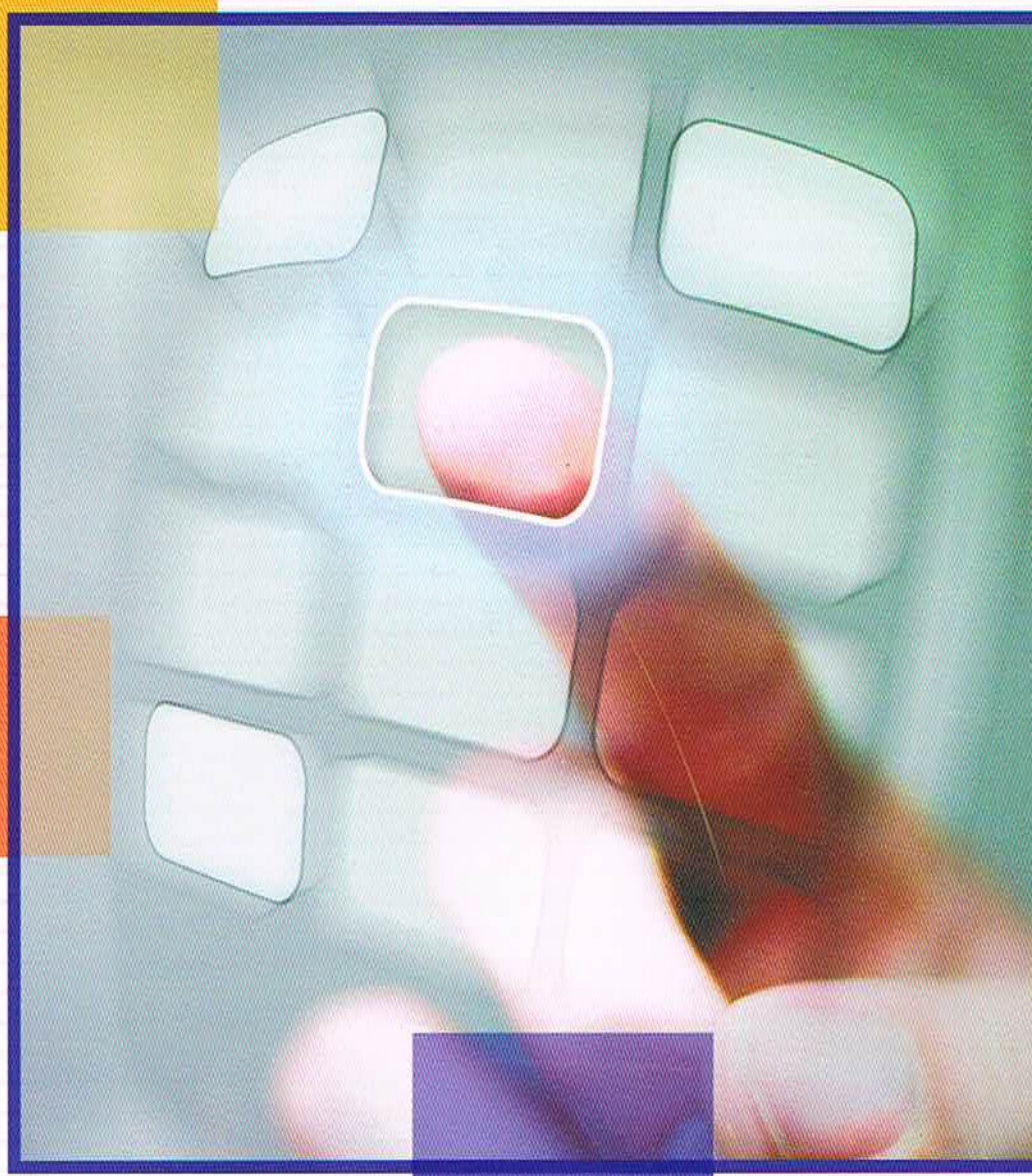

A PUBLICATION OF THE TECHNOLOGY AND MEDIA DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

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Associate Editor's Column

Kimberly K. Floyd, West Virginia University

ADV KIHd System. Company: A Deeper View, 3467 Latitude Cove, Alpharetta, GA 30004. Web site: http://www.adeeperview.com. Phone: 770–710-0728 or 754-224-1279. System requirements: Ability to run a current browser (Internet Explorer 7.0+, Firefox 2+, Safari, Chrome) and a broadband Internet connection. User licensing information: One subject for $25 per month; 10 subjects for $75 per month; additional subjects can be purchased in lots of 25 for $75 per month; multiple-year purchases (3 or more) include discount pricing options. Free demo available.

Guest Reviewers: Amelia K. Moody and Susan Catapano, University of North Carolina Wilmington

A Deeper View (ADV), developed the KIHd System, is a Web-based tool for collecting, monitoring, and analyzing data on individualized educational goals for students of all ages. The program is designed to assist educators, parents, and therapists with the examination of observable student behaviors to determine the success of interventions over time. The system comes loaded with the Assessment of Basic Language and Learning Skills (ABLLS), or users can program target goals to meet Individualized Education Program (IEP) goals, making it especially useful for students with disabilities. The ADV KIHd System is compatible with desktops, laptops, and handheld devices (e.g, iPad, iTouch, etc.) for ease of implementation within the classroom setting. As data are collected, they are stored and available for automatic graphing for analysis. Data output options include pie graphs, bar graphs, and line graphs. Data also can be exported into Microsoft Excel.

System Programming and Data Collection

The ADV KIHd System offers multiple programming levels that allow administrators to organize different groups of education team members and assign learners to them so multiple team members can collect, analyze, and access data on each student's progress collaboratively over time.

Similar to a Discrete Trial method, specific materials, instructions, and secondary behaviors (e.g., flapping hands, vocalizations, etc.) can be entered and tracked along with specific target goals. For example, materials might include a toothbrush, toothpaste, and cup of water; instructions might be, "Brush your teeth"; and secondary behaviors might include becoming distracted or flapping. To greater specify measurements, users can then add measurement criteria such as accuracy, frequency, durations, etc., as applicable to the behavior. The user must have knowledge of both the student's skills and behaviors and of basic assessment strategies in order to choose and enter appropriate parameters before data collection begins. The ADV KIHd System allows users to collect data live and in multiple settings (e.g., museums, therapy rooms, classrooms, etc.) as long as an Internet connection is available; it also allows users to upload video and then code for criteria later. For example, users can take video of a student in the park, upload the video, and then code in real time at a later time. Once all information is programmed, a sequence of data collection

trials can begin. Users simply click in the application to indicate the beginning of a session, the issue of an instruction, the presence of a secondary behavior, and the occurrence of the target behavior.

Session Reports

Detailed reports can be generated after each session and can include as much detailed information as the user needs (e.g., frequency, accuracy, mastery criteria, etc.). Pie charts and line graphs can be generated to provide visual representations of each session. All data can be aggregated and graphed so users can obtain a visual representation of each student's progress over time. Thus, it may serve as a beneficial tool for educators who are using a Response to Intervention model and aiming to determine if instruction is effective in increasing or decreasing a target behavior such as reading fluency, eye contact, or oral communication skills.

Data Collection

Data can be collected in a variety of ways. Sessions can be recorded live, coded from a video, or keyed in manually during a learning session or at a later date. This feature offers flexible options for educators, parents, and therapists. When users choose to customize sessions they have options for recording data in three phases: baseline, treatment, and maintenance. As a result, each data collection and graphing session will be labeled as such when output is generated. The program also allows users to preprogram and record the occurrence and intensity of secondary behaviors as well as overall session quality (e.g., high quality for an effective lesson or low quality for a poor lesson) during each data collection session. These can then be analyzed in the graphing mode according to intensity, frequency, and duration. Notes can be added for other users who work with similar learners, which can help to promote effective collaboration.

Manipulation of the system is fairly straightforward. Users may choose "quick start" and begin a session quickly using the latest programming options available. Once sessions begin users are offered an abort option so that errors will not be included in the final data. Sessions end and data are stored when the data collector clicks on "end session."

Considerations and Benefits

Overall, the program allows novice researchers the opportunity to collect data on explicit behaviors that can be individualized. Benefits include a quick and easy system to learn and manipulate. Easy features include preprogrammed measures for behaviors, the quick start feature, and the security that data are stored at the end of each session. More experienced users can customize data collection, manipulate sessions to reflect the impact of external variables, and create detailed reports.

Because the program can be accessed easily on the Internet, it also permits education team members to address the needs of individual students in multiple settings, supporting differentiation in the classroom. Live video uploading increases opportunities for instructional sessions in multiple settings to be evaluated by multiple educators and included in overall data about a student's progress. Finally, the system allows various types of behaviors to be entered and tracked over time.

Basic levels of knowledge in the areas of educational programming and assessment are beneficial when choosing behavioral parameters (e.g., fluency, accuracy, duration), analyzing graphs, and making educational decisions. Thus, there may be challenges with the ADV KIHd System in the programming phase. The system does require users to program goals and analyze graphs, so technical assistance and support may be required when first using the program. Support and training services are available through the company with the purchase of the product for an additional fee.

Overall, the ADV KIHd System has benefits for collecting and analyzing data about people with disabilities or individuals who are working toward mastery of an explicit behavioral goal. It also can provide teams of educators with a collaborative tool to collect data in multiple settings.

Author Notes

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If you have a book or software review that you would like to see covered, or if you are interested in being a guest reviewer, please send your comments to Kimberly K. Floyd, College of Human Resources and Education, West Virginia University, P.O. Box 6122, Morgantown, WV 26506-6122. Email to Kim.Floyd@mail.wvu.edu