

**Technology-Enhanced Performance Intervention Menu (TEPIM)
Model Overview**

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Unable to complete a task

The Technology Enhanced Performance Playing Field

Interventions which are designed to **proactively anticipate and support differences** that may interfere with performance.

Commonly known as Universal Design (UD).

Interventions which focus on initial teaching (**instruction**) or additional support (**remediation**) to enhance knowledge or skills..

Commonly known as Instructional Technology (IT).

Interventions which provide **compensation** are concerned about successful functional performance.

Commonly known as Assistive Technology (AT).

To-date, special educators and therapists have typically focused on only one side of the equation (i.e., remediation or compensation) rather than considering a continuum of interventions. As a result, this model serves to unify the relationships among IT, AT, and UD as a coherent collection of interventions designed to enhance performance. Further, the model illustrates a process for helping all people overcome performance problems.

Someone does the task for me

Technology-Enhanced Performance Intervention Menu (TEPIM)

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Task: Compute a 15% tip on a restaurant bill.

Unable to complete a task

Go to Europe: The tip is already figured into the bill.

The Technology Enhanced Performance Playing Field

(UD)
Calculate standard tips on the bill when it is delivered to the table. (1)

(UD)
Tip comes calculated at the bottom of the credit card bill in the amounts 10%, 15%, and 20%. (2)

Instructional (IT)
Mental math instructional strategy. (3)

Instructional (IT)
Use interactive learning materials. (4)

Remedial (IT)
Play Penquin Waiter. (5)

Compensatory (AT)
Plastic wallet card. (6)

Compensatory (AT)
Print tip calculator on placemats. (7)

Compensatory (AT)
Use a calculator. (8)

Compensatory (AT)
Use an online tip calculator. (9)

Compensatory (AT)
Use tip calculator on your cell phone. (10)

Compensatory (AT)
Use tip calculating keychain. (11)

Someone does the task for me

Have someone else in the group calculate the tip.

Ask the waiter to tell you what the tip should be.

Technology-Enhanced Performance Intervention Menu (TEPIM)
Intervention Notes

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Task: Compute a 15% tip on a restaurant bill.

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| <p>(1) UD: To assist all restaurant patrons, calculate and print standard tips on the bill when it is delivered to the customer's table.</p> <p>(2) UD: Modify the program that prints the credit card receipt so that the tip comes calculated at the bottom of the credit card bill in the amounts 10%, 15%, and 20%.</p> <p>(3) IT (instructional): Mental math instructional strategy</p> <ul style="list-style-type: none">• Take the total (\$18.95) and move the decimal point one place to the left to get 10% tip (\$1.89, round to \$1.90)• Take half of \$1.90 (5%, .95)• Add together ($\\$1.90 + .95 = \\2.85) <p>(4) IT (instructional): Use interactive learning materials
Calculate a Tip
http://www.webmath.com/tip.html</p> <p>(5) IT (remedial): Play Penguin Waiter
Penguin Waiter on FunBrain
http://www.funbrain.com/penguin/</p> <p>(6) AT: Purchase a plastic tip calculator card and place in your wallet. Use the card to look-up the tip based on the total of the bill.</p> <p>(7) AT: Print a tip calculator on restaurant placemats.</p> <p>(8) AT: Use a calculator to compute the tip.</p> | <p>(9) AT: Use an online tip calculator.
Online Tip Calculator
http://school.discovery.com/homeworkhelp/webmath/tip.html</p> <p>(10) AT: Access the tip calculator on your cell phone.</p> <p>(11) AT: Use the tip calculating keychain.
Brookstone, item #C293381, \$20.00
800/351-7222</p> |
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Technology-Enhanced Performance Intervention Menu (TEPIM)

Outcome Measurement

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Baseline Assessment (Pre)

Performance Probe

5 sample restaurant bills; calculate tips at rate of 10%, 15%, and 20%.
score each item correct/incorrect; total correct * 20 = % correct
record baseline assessment score
repeat daily/weekly until a stable baseline trend is established

Intervention

selection
acquisition
training
on-going use

Intervention Assessment (Post)

Repeat administration of Performance Probe using one of the following schedules:
daily, weekly, or monthly
score each item; convert number correct into a percentage
record intervention assessment scores

Decision Rules

Guidelines for decision-making

quality of performance (adequate, inadequate--change intervention)
performance gain over time (trend line)
independence
satisfaction
cost
speed
accuracy