**Mamer’s Expectations for the use of the iPad (for at home and at school): Discussion Points** (depending on the ability of the child)

The adult needs to know the device / the program first. Learning with the student / child may work, but it could be difficult, frustrating and has the potential to affect the student’s comfort level.

Rules: how much time do you think is appropriate from a parent’s / teacher’s perspective on different areas of the iPad – games, social media, reading, etc.

Purchasing of the device:

* Can the child develop some advocacy skills in this area?
* Can the student raise some of the funds for this?
* Perhaps the student can research which iDevice is appropriate
* Can the child articulate / demonstrate why they need one

iTunes / Apps – discussion of the purchasing of apps – who pays? And for what? Can we build in a level of responsibility for this?

Care: is there a regular place to keep the iPad? At home? At school?

Charging: Whose responsibility is this?

Cleaning: Can the child be responsible for some or all of the regular cleaning?

Manners: When someone is speaking to you, turn the iDevice off or close the lid

Posture – leaning into (or down to) the iPad is common with students with a visual impairment – expectations as to the use of a slant as part of the case / slant board / reading stand

Safety of the iPad

* How will we keep it safe from falling
* How will we keep it safe form being stolen?
* Learning about “find my phone”
* Learning about passwords
* Label the iPad / can engrave it
* Label the cords
* Check into home insurance for coverage

Bedtime – the lights from a screen can affect the ability to fall asleep -what is a reasonable time to put the devices away?