

Organize Your Life Using the iPod Touch

**Making Cognitive Connections
at Home, School, and Work**

Michelle Ranae Wild, M.A.



Published by ID 4 the Web
Laguna Hills, CA

Organize Your Life Using the iPod Touch

Making Cognitive Connections at Home, School, and Work

Copyright © 2010 ID 4 the Web

All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, without the prior written permission of the copyright owner and the publisher.

The information in this book is distributed on an "As Is" basis, without warranty. Although every precaution has been taken in the preparation of this book, neither the publisher nor the authors shall have any liability to any person or entity with respect to any loss or damage caused or alleged to be caused directly or indirectly by the instructions contained within this book.

ISBN-13: 978-0-9816670-4-1

ISBN-10: 0-9816670-4-X

Distributed by ID 4 the Web, Laguna Hills, CA

Phone: 949-310-3202

e-mail: michelle@id4theweb.com

Web site: <http://id4theweb.com> or <http://makingcognitiveconnections.com>

Many of the designations used by manufacturers and sellers to distinguish their products are claimed as trademarks. All product names used throughout this book are used in editorial fashion only and for the benefit of such companies with no intention of infringement of the trademark. All trademarks or copyrights mentioned are the possession of their respective owners. No such use, or the use of any trade name, is intended to convey endorsement or other affiliation with this book. iPod touch is the registered trademark of Apple, Inc. This is an independent publication and is not authorized, sponsored, or otherwise approved by Apple, Inc.

Credits & Special Thanks

Editor & Technical Reviewer:

Jan Heck

Cover Design:

Ed Allum

Special thanks to Stacey Hunter Schwartz for her valuable input regarding the Making Cognitive Connections chapter.

About the Author:

Michelle Ranae Wild, M.A.

Michelle Wild is a professor at Coastline Community College and has taught in Coastline's Acquired Brain Injury Program for over 22 years. In addition to teaching cognitive remediation skills to adults with brain injuries, she teaches classroom and online computer courses. In creating technology-based compensation strategies for brain injury survivors, Ms. Wild has found the perfect niche to combine her passion for teaching and her fascination with computers. With Jan Heck, she has co-authored five books on web design. She was recognized for her accomplishments by being named the 2000 Orange County Community College Teacher of the Year and by receiving the 2001 David R. Pierce Faculty Technology award, sponsored by Microsoft Corporation and American Association of Community Colleges. Most recently, Ms. Wild was nominated for U.S. Professors of the Year.

Contents

Chapter 1: Making Cognitive Connections	1
Design of the Book	1
Importance of a Training Partner	2
Making Cognitive Connections	3
Chapter 2: iPod Touch Basics	7
Getting to Know the iPod Touch	7
The Lock Screen	11
The Home Screen	13
The Status Bar	14
The Application Area	15
Setting the Device Date & Time	22
24-Hour Time	24
Time Zone	24
Set Date & Time	25
Rearranging Apps on the Home Screen(s)	26
The Battery	29
Low Battery Indicator	29
Charging the Battery	29
The Volume Indicator	30
Notes & Issues	31
Chapter 3: The Clock App	33
The World Clock	33
Alarm	36
Repeat	37
Sound	38
Snooze	39
Label	40

Alarm Time	41
Editing Alarms	44
Stopwatch.....	47
Timer	51
Notes & Issues.....	54
Chapter 4: The Calendar App	55
Creating Appointments.....	55
Types of Calendar Appointments.....	55
Calendar Views	55
Calendar List View	56
Calendar Day View	57
Calendar Month View	58
Creating One-Time Appointments	63
Entering Text Using the Keyboard.....	65
Selecting and Editing Text.....	68
The Title & Location Screen.....	71
The Start & End Screen.....	72
The All-Day Field	73
The Repeat Field.....	74
The Alert Field	76
The Calendar Field.....	78
The Notes Field.....	80
Sequencing the Entering of Calendar Information.....	81
Editing Appointments.....	84
Deleting Appointments.....	85
Calendar Settings.....	88
New Invitation Alerts	89
Time Zone Support	89
Default Calendar.....	90
Notes & Issues.....	92

Chapter 5: The Contacts App	93
The All Contacts Screen	93
Adding New Contacts.....	94
Adding Additional Contact Information	96
Date.....	97
Note	99
Editing Contacts.....	102
Deleting Information in Contact Fields	103
Deleting Contacts.....	104
Adding Pictures to Your Contacts.....	105
Contacts Options.....	110
Notes & Issues.....	111
Chapter 6: The Notes App	113
Notes & Issues.....	119
Chapter 7: Synchronizing with iTunes	121
iTunes Summary Tab.....	122
iTunes Applications Tab	123
iTunes Music Tab.....	125
iTunes Photos Tab.....	126
iTunes Info Tab.....	127
Notes & Issues.....	129

Chapter 1: Making Cognitive Connections

You may have looked at the title of this book and thought, “I can always use help organizing my life, but what is this Making Cognitive Connections thing all about?” Making Cognitive Connections is a particular approach to learning information. Typically, as we learn about a new device, we just want to know how to do a specific task. In fact, most of us just start playing with the technology and learn as we go. This approach isn’t necessarily the best approach for everyone – that’s where the Making Cognitive Connections approach comes in.

The idea behind the Making Cognitive Connections approach involves learning to use technology while actually becoming aware of the cognitive skills (e.g., attention to detail, critical thinking, etc.) involved in learning the technology. For example, becoming aware of and focusing your attention on the cognitive skills involved in learning the iPod Touch can provide a foundation for learning other types of technology. In addition, the Making Cognitive Connections approach can help to provide insights into how those same cognitive skills can be used in other, less technology-related aspects of your life.

Design of the Book

Many users find typical iPod Touch or smartphone manuals frustrating and overly technical. **This book is different.** It is much more than just a reference source, although you *will* learn lots of iPod Touch functions and you *can* refer back to the book as often as needed. But in addition to being a fine reference, this book is consciously structured to be a learning tool for individuals with cognitive challenges (e.g., issues with memory or organization); in fact, it was written with input from such individuals. As you work through the book, not only will you master several functions of the iPod Touch; you will also see how the skills you apply to the device relate to your everyday life.

For each iPod Touch function, you will:

- Read about what it is and how to do it;
- Follow steps to perform that function on the device;
- Make the cognitive connection by learning what cognitive skills are being used to perform the task; and
- Identify real-life examples from outside the realm of the iPod Touch which require you to use the same cognitive skills.

This book even includes fill-in graphic organizers like matrices and comparison charts so that you will have structured guidance in learning important features of the device.

There are lots of cognitive exercises out there designed to build new neural pathways (physical connections within the brain)—paper and pencil tasks, computer games or exercises—and lots of memory compensation strategies (e.g., paper calendars and organizers, lists, portable and non-portable electronic calendars and organizers). What's different here is the link between the training to use an electronic tool students enjoy using as a memory compensation and organization device, the identification of the underlying cognitive skills involved, and the opportunities for you to identify applications to your life.

Before you begin working your way through this book, I want to take this time to assure you that this book was written with the following intentions:

1. To present information in a way that isn't too overwhelming:

- Each chapter is written with short paragraphs.
- Each chapter has lots of white space to break up the text.
- Steps are provided as easy-to-follow bulleted lists.

2. To include relevant images or pictures to help you know you are in the right place:

- Each chapter contains pictures that correspond with the information seen on the device screen.

3. To include practice exercises to emphasize skills:

- Each chapter includes numerous "Give It a Try" activities, allowing you to practice immediately after a skill is introduced.
- Each chapter includes "Making Cognitive Connections" exercises designed to help you see how the same skills being used on the device apply to your everyday life.

Importance of a Training Partner

You can use this book working alone, but it's a great idea to recruit a professional (e.g., therapist or teacher), or at least a relative or friend, to help you. Such a person can be a resource for staying on track and can serve as a sounding board to discuss applications to your own life.

After you complete each exercise, you can check in with your training partner to discuss the outcome. Spend some time demonstrating how to perform the new iPod Touch function and then brainstorm what other applications of that particular skill may be issues in your life.

Problems with memory or other cognitive challenges may make it hard for you to recall or identify incidents of cognitive difficulty, so you and your partner may need to get additional information from someone who has observed you at work, at home, or at play.

Making Cognitive Connections

Every step you perform with the iPod Touch involves using particular cognitive skills (e.g., attention to detail, visual memory). This book helps you identify the skills you are using to perform each function. Just as important, the book helps you to make associations to the experiences in your life which involve the same skills. As you've read, we call this *Making Cognitive Connections*, and you will find one or more "Making Cognitive Connections" exercises in each chapter.

In Table 1-1 below, you can see the link between the cognitive skill(s) used to perform the iPod Touch functions and the life tasks which also require the same skill(s). Don't feel like you need to memorize this table. As you complete the various "Making Cognitive Connections" exercises throughout the book, you may find it useful to refer back to this table to help generate examples of activities in your own life.

Table 1-1

**Cognitive Skills Used to Perform iPod Touch Functions
and the Connections to Other Life Skills**

Skill	Definition	iPod Touch Examples	Life Examples
Attention to Detail	Paying attention to all parts of a task, no matter how small	Find the Home button; enter appointment information into the correct field	Check your writing for typographical errors; find spots on laundry to spray before washing; put your keys back into their storage location
Recognizing Visual Similarities and Differences	Distinguishing elements that are the same (or different) in color, shape, size or position	Distinguish between the Calendar's List, Day and Month views	Distinguish between two similar but unmatched socks; distinguish between closely sized drill bits
Visual Memory	Storing and retrieving from memory a previously seen image	Identify the Contacts icon	Identify the face of your doctor or the corner where you need to turn to go to her office
Visual Organization	Creating meaning by use of such elements as color, pattern, shape, repetition, and the relationships among these elements	Look to bottom section of screen to identify particular calendar view	Notice font styles of chapter or section headings in a book or article; identify page layout of medical bills
Memory Cues	Triggers or reminders (e.g., phrases, locations, songs, colors) to help retrieve memories	Identify parts of the Day screen so you can recognize it	Identify position of your car in relation to store so you can return to it later; perform hygiene tasks in same order daily to avoid forgetting a step