D1.3.1 B HANDS - plan for use and dissimination

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Table of content

Section A. Dissemination

Section B. Plans for Exploitation

1. HANDS in the ‘market’ of assistive ICT tools for ASD
   1.1 Existing assistive ICT tools for ASD
   1.2 Specific, skill-focused solutions
   1.3 Comprehensive interactive software solutions: computer-based
   1.4 Comprehensive interactive software solutions: professional-based
   1.5 Mobile software systems
   1.6 Studies on assistive mobile ICT, without ‘massive’ software development
   1.7 HANDS compared to relevant ‘competitors’

2 A discussion of the refinement of the HANDS Toolbox
exploitation potential

Appendix A Scenarios for HANDS Open
Appendix B – The HANDS Open Sellsumers Business Plan
Appendix C Osterwalders Community-Funded Business Model

References
Section A. Dissemination

This section includes a list of all scientific publication within the HANDS project as well as all dissemination activities. More details can be found in the deliverable D8.3, “A List of papers and conference presentations”, which also includes abstracts of the HANDS papers.

List of scientific (peer reviewed) publications.

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<td>The Role of Credibility in the Design of Mobile Solutions to Enhance the Social Skill-Set of Teenagers Diagnosed with Autism.</td>
<td>Anne Gerdes</td>
<td>Journal of Information, Communication &amp; Ethics in Society</td>
<td>4</td>
<td>Emerald, United Kingdom</td>
<td>2011</td>
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<td>Helping Autism-Diagnosed Teenagers Navigate and Develop Socially Using E-Learning Based on Mobile Persuasion</td>
<td>Peter Øhrstrøm</td>
<td>Internatio nal Review of Research in Open and Distance Learning</td>
<td>Vol.12.4</td>
<td>Canadian Institute of Distance Education Research Canada</td>
<td>May 2011</td>
<td>p. 54-71</td>
<td>1492-3831</td>
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<td>Key Factors Mediating the Use of a Mobile Technology Tool Designed to Develop Social and Self Management Skills in Children with Autistic Spectrum Disorders</td>
<td>Joseph Mintz</td>
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<td>Branching Time as a Conceptual Structure</td>
<td>Peter Øhrstrøm</td>
<td>Conceptual structures: from information to intelligence</td>
<td>Volume 6208/2010 ICCS 2010, Springer Press, BRD</td>
<td>2010</td>
<td>125-138</td>
<td>10.1007/978-3-642-14197-3_14</td>
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### List of other dissemination activities

**LIST OF DISSEMINATION ACTIVITIES**

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<td>Mobile Digital Technology As A Helping Hand - The 'Hands' Project</td>
<td>9th May, 2009</td>
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<td>Balázs, A</td>
<td>Psychiatry Meets Mobile Digital Technology For High Functioning Autism: The HANDS Project</td>
<td>22-26 August, 2009</td>
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<td>29 May 2009</td>
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<td>Introduction to HANDS-in-action: goals, plans and a brief midway summary</td>
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Section B. Plans for Exploitation

In the following section of the HANDS exploitation perspectives, we shall first of all describe the ‘market’ of assistive ICT tools for people with ASD, and then we shall – on this background - discuss the refinement of the exploitation potential (including specific plans for exploitation) of the HANDS Toolbox.

B.1. HANDS in the ‘market’ of assistive ICT tools for people with ASD

In order to assess the value of the HANDS system as well as to outline its future development possibilities, it seems vital to locate HANDS in the market of existing assistive ICT solutions for individuals with ASD. Below we give a short review of the most important existing solutions and attempt to identify the position of HANDS among them.

B 1.1 Existing assistive ICT tools for ASD

In a previous deliverable on initial cognitive psychology requirements on software design and content (D2.2.1; Gyori et al, 2008) we briefly reviewed the computer-based interventions, which were available at the time, and were of relevance to developing HANDS. The aims of that research were defining the space and role of the future HANDS software and pinpoint its possible unique features. In the deliverable we built up a taxonomy for categorizing existing software systems that have been offered for people (usually children) with autism. Figure 1 below illustrates this classification.
It seems that this taxonomy is still able to cover the programmes, which have come to the market since our last review. For this reason we briefly summarize below the relevant solutions, following the taxonomy above and with a special focus on its effectiveness.

B. 1.2 Specific, skill-focused solutions
These programmes aim at developing specific skills with a closed content (i.e. it cannot be modified by the user). Usually they contain tasks on different levels, but above this the possibility of individualization is limited. The user usually is a responder, except for virtual environments where the client can function as a (quasi) agent.

Our examples included a software system developed with the purpose of emotion recognition (Golan and Baron-Cohen 2006); another example can support everyday problem solving (Bernard-Opitz et al. 2001); one is a computer-based intervention to support communication skills (Hetzroni & Tannous 2004); and yet another example is a virtual environment intervention (Mitchell et al, 2007). Most of these studies reported some achievement on the targeted field, but poor out-of-setting generalization effect emerged.

Since our previous review, new software systems of this kind and efficiency studies about them, have been published. Hopkins et al (2011) used a computerized social skill training programme, both with high and low functioning persons with autism,
called **FaceSay**. The software provides a structured environment with interactive, realistic avatar assistants to practice attending to eye gaze, discriminating facial expressions and recognizing faces and emotions. They demonstrated improvements in both groups, and found encouraging the transfer to natural environment.

Beaumont and Sofronoff (2008) tested a computer game called the **Junior Detective** which was an important part of a complex training programme. This included in vivo groups and parent and teacher training to develop social understanding, especially emotion recognition and social problem solving of adolescents with Asperger syndrome. In the computer game, the user plays the role of a detective who specialized in decoding other’s mental states. Parents and teachers reported improvements, which were maintained at 5-months follow-up. However, there was no difference in the improvements made by children in the intervention and control conditions on facial expression and body-posture recognition measures.

In sum, as Wainer and Ingersoll (2010) state in their review: though the use of this kind of innovative computer technology in developing specific social-communication skills of people with autism seems to be effective, the empirical support is quite limited.

**B. 1.3 Comprehensive interactive software solutions: computer-based**

These complex computer-based software systems have been developed to support children with autism in various complex ways. Their content is variable according to the age and level of users.

Earlier we gave a review (Gyori et al, 2008) of one of these software packages, the **TeachTown™** software (Whalen et al, 2006). The software supports the development of receptive language, social understanding, self-help skills, attention, memory, auditory processing and early academic skills.

A follow-up study by Whalen et al, 2010, has been published about the efficiency of the software since our review, with some interesting conclusions which are congruent with our findings in the HANDS project:

- The amount of time children spent on using the software was positively correlated with the progress in school lessons as well as the level of performance.
- One third of the children did not show improvement.

Thus the authors conclude that computer-assisted instruction may not be appropriate for all children with ASD, and they find it important to determine the
characteristics of the children, who are likely to benefit from this form of intervention.

B 1.4 Comprehensive interactive software solutions: professional-based

The main characteristic of these software products is that the software offers a very flexible and complex frame, which can be individually customized according to the needs of the users. Content is open and changing, and is developed by a professional, according to evidence-based intervention principles. Usually the system is able to collect and process data about the frequency and quality of usage. The example we reviewed earlier (Gyori et al, 2008) is the SymTrend© system (Calvanio, Mesibov & O’Callaghan, 2006; www.symtrend.com).

As highlighted in the review, SymTrend has two different forms: one to support individuals with autism (i.e., for younger or lower-functioning individuals) and another one for users with Asperger syndrome (i.e., for older or more able/high-functioning users).

The previous one is used by the parents in order to record the behaviour of their child in a ready-to-use structure. The processed data give a useful basis for professionals to plan interventions for the child. The system is also able to give advice on how a disruptive behaviour should be handled.

The Asperger syndrome section’s main function is to support the user in different settings by reminders, schedules, social rules, etc. These interventions are developed and uploaded by teachers according to the difficulties and skills of the given user.

Recently SymTrend developed new applications: one to support the management of social pragmatics in class rooms, emotional self-regulation, and stressor-monitoring; and another for self-management of executive functioning and life skills: chore, activities, time management, mood/energy, and money management.

The most relevant aspect of SymTrend applications is – in terms of the capabilities of the HANDS toolset - that they can be uploaded to mobile devices (iPhone or smartphone), therefore the support is available directly in the situation.

1.5 Mobile software systems

As we emphasised above, one of the most important aspects of the SymTrend’s Asperger application is its mobility.
In this section, we outline some other software systems, which also can be used ‘in-situ’, as an on-line and mobile support. We decided to broaden our original taxonomy to include these pieces of software, as we believe that this can be a crucial characteristic of any efficient intervention for people with ASD.

**The Azahar Project** was developed by Javier Sevilla’s team, financially supported by the Orange Foundation, Spain (www.proyectoazahar.org).

The Azahar is a *mobile platform* with free applications for mobile phones and personal computers to assist children within communication, entertainment and self-organisation, and to increase their independence. Individualized pictograms, images and sounds can be uploaded, so users can chose the photos, sounds and voices of people they know for the communication.

Additional five applications have been made available since October 2009 (from www.proyectoazahar.org):

- The HELLO communicator lets users communicate through pictograms.
- The MESSAGES application makes it easier to send text messages, thanks to pictograms.
- The MUSIC mp3 player makes it easier to access music.
- The PERSONAL GUIDE application is similar to a business card, with pictograms enabling an autistic person to introduce him/herself in a visual language.
- The TIC-TAC application helps in situations where the user has to wait; by visually portraying the time elapsed.

Though the Azahar applications seem to be easy-to-use, well structured, simple, autism friendly and above all can be used by people of the lower end of the autism spectrum disorder scale, unfortunately we could not find any efficiency study on this project in the scientific literature.

**Micro Rolltalk** is a mobile solution aimed at speak-disabled individuals. The programme consists of images, photos that you can press in order to make an action take place. The Micro Rolltalk actions are of a large variety

- Reading a message aloud
- Sending a sms
- Seeing the calendar

Furthermore the Micro Rolltalk includes a calendar and enables the use of prompts for appointments.

The mobile application is supposed to go together with a web authoring tool.
No evidence indicates, though, that the value of the use of the Micro Rolltalk has been documented in any systematic manner.

Currently it is offered only for the Windows Mobile 6.5 platform.

**Handifon** is a mobile solution developed by Handitek in Sweden\(^1\) aimed at active individuals with reduced memory function. This means that short term and long term memory does not work properly for the users in question. The program includes a long list of sub-apps, from which the single individual can chose and add the relevant ones to his mobile phone. Examples of the apps are:

- Calendar (including confirmation of implemented activities)
- Notes
- Instructions for caretakers in case of emergency.
- Dictaphone
- Simplified calculator orientated towards shopping
- Image projector
- Music player including the possibility to listen to a maximum of 5 tunes
- Simple contact and address book

Handifon does not include a PC authoring tool, but it includes a programme for transferring images, sounds and notes from a PC.

There is no evidence indicating that the value of the use of the Handifon has been documented in any systematic manner.

Currently it is offered on the outdated Windows Mobile 6.5 platform.

**Comai** is a Swedish developed mobile solution\(^2\) focusing on time management. The Comai focus on time management, can be carried out either by the user on the mobile phone or by an administrator on a web client or a mobile phone.

The strong focus on time managements enables that the Comai system offers a small, but well chosen, set of functionalities relating to time management:

- Adding appointments and describing the appointment with notes and texts
- Management of recipients of appointments
- Adding pictures to calendar appointments
- Adding different kind of reminders for appointments – with images

\(^1\) [http://www.handitek.se/handifon](http://www.handitek.se/handifon)
\(^2\) [http://www.comai.se/](http://www.comai.se/)
There is no documentation indicating that the value of the use of the Handifon has been proven scientifically.

The solution is running on Android 2.1 and above.

1.6 B. Studies on assistive mobile ICT, without ‘massive’ software development
Mechling et al. in two executive studies (2009; 2011) introduced a Personal Digital Assistant (PDA) in order to increase independent task completion and task transitions for students with ASD. A portable self-promoting device with visual, auditory, and video prompts was used to support students in reading and using cooking recipes. The system proved to be effective as it increased independent performance across the multiple step tasks as well as over time. In the second study they replicated these results with three students and found that all of them were able to complete a greater number of in between-task transitions using the PDA.

 Mechling et al. also used an interesting – and HANDS-related – methodology to test the effectiveness: they compared task completion with the PDA-based intervention to a picture-based task-strip aided condition. They found that task completion was higher for two of the students compared to baseline conditions using a picture-based task strip, but students performed within task transitions equally as well using the PDA and the task strip.

The study of Cihak et al. (2010) is interesting for us, because they used a mobile IT tool in a classroom setting. They used video modelling running on a video iPod to help young students with autism in independent transitioning between locations and activities within the school. The data indicate that all participants began transitioning more independently after the intervention was introduced and that their performance decreased with the withdrawal of intervention. They also emphasise the role of portability in settings where traditional means of delivering video models (e.g., televisions and computers) may not be accessible.

In summary we can conclude that in the last three years new ICT tools appeared in the market and efforts have been made to test their efficiency. In the reviewed literature some interesting aspects, experiences and results emerged that are convergent with our findings in HANDS project (see later in this document).

B 1.7 HANDS compared to relevant ‘competitors’
In Table 3 below we compare the major features of the HANDS system to two of the above-reviewed solutions. We have chosen SymTrend and Azahar as relevant
systems to be compared to HANDS as they have at least four general features that make them generally comparable. The two systems are:

- professional-based comprehensive interactive software solutions;
- seemingly on roughly the same level of complexity as HANDS;
- involving the development of a novel system of such complexity;
- partly consisting of mobile components.

The comparison below is not aimed at revealing which application is better or best. Such an evaluation would be very hard to make, as each system involves unique functionalities. Rather, we intend to show that HANDS is unique even beyond its unique functionalities as HANDS has important general features, which are not present in its relevant ‘competitors’.

<table>
<thead>
<tr>
<th></th>
<th>HANDS</th>
<th>Sym-Trend</th>
<th>Azahar(^3)</th>
<th>Commai(^4)</th>
<th>Handifon(^5)</th>
<th>Micro Roll-talk(^6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and content is based on evidence-based intervention principles</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Mobile component can be brought into focus situations of intervention</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>?</td>
</tr>
<tr>
<td>Content is highly individualised</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Content can be modified at any time according to the actual needs of the user</td>
<td>YES</td>
<td>?</td>
<td>?</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Content can be modified by the</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^3\) [http://www.proyectoazahar.org/azahar/loggined.do?sessionid=FFEF95DEA427FE0CDBE552A897E0F732](http://www.proyectoazahar.org/azahar/loggined.do?sessionid=FFEF95DEA427FE0CDBE552A897E0F732)

\(^4\) [http://www.hmi-basen.dk/r11x.asp?linkinfo=33178](http://www.hmi-basen.dk/r11x.asp?linkinfo=33178)

\(^5\) [http://www.hmi-basen.dk/r11x.asp?linkinfo=24408](http://www.hmi-basen.dk/r11x.asp?linkinfo=24408)

<table>
<thead>
<tr>
<th>Feature</th>
<th>HANDS</th>
<th>Competitor A</th>
<th>Competitor B</th>
<th>Competitor C</th>
<th>Competitor D</th>
<th>Competitor E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional from distance</td>
<td>YES</td>
<td>YES</td>
<td>?</td>
<td>YES</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Easy-to-handle both on the mobile and the web-based interface</td>
<td>YES</td>
<td>YES</td>
<td>?</td>
<td>YES</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Offers the possibility to share knowledge across professionals</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>via its web-based component</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia content</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Usage logging</td>
<td>YES</td>
<td>YES</td>
<td>?</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Proved to be effective via systematic efficiency study</td>
<td>YES</td>
<td>?</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

**Table.** Comparing key psycho-educational aspects of HANDS to relevant competitors.
Refinement of the HANDS Toolbox exploitation potential
This section “Refinement of the HANDS Toolbox exploitation potential” should be considered an extension of the Deliverable 8.1 “Socio-economical business model”. Because of this relation it is evidently a good start to summarise the most important findings of D8.1.

The Deliverable consists of 3 sections, dealing with three different segments of the exploitation of the HANDS Toolbox.

1. The market
2. From project to company
3. Plan

Ad 1. The market
The PEST analysis consisted of a number of observations and their analysis. Most remarkable were the statistics of the growing number of individuals with an autism diagnosis. The growth is alarmingly high. The economical consequence for the welfare state budget is significant and forces the municipals, national governments and The European Commission into attempting a minimization of the number of individuals supported by the welfare state alone via e.g. some kind of transitional allowance.

Another remarkable finding is the necessary rejection of the classical producer-consumer business model due to the fact that each pupil requires a significant customization, which makes the consumers the actual producers of content that could be valuable for other consumers.

Ad 2. From project to company
The D8.1 report considers - via a SWOT analysis - a variety of strategies for transforming HANDS from a project into a company. Central in the strategies is the dilemma between having an agile and decentralized organization in which all decision makers are close to market or having a centralized and strong management that can handle changes in market conditions rapidly.

The viewpoint in D8.1 is that the dilemma exists regardless of which kind of organization model may be chosen, but the D8.1 argues in favour of the first alternative due to the variety of conditions on the national market place and the strength of the different HANDS partners.

On the other hand different mechanisms for improving performance (marketing, product development etc) at the different markets are needed.
The deliverable emphasises a significant “ownership” of the culture of the “HANDS” idea. “The current HANDS network is more than just a business-based network. The participants have reached a high degree of mutual trust and social interactions, friendship and the willingness to help young people with autism.” (p20). It is a vital part of the heritage, which is highly valuable when creating organisations across cultural and national borders.

Furthermore, a discussion on where the revenue of the HANDS Open company is given in the deliverable in question, but no definite conclusion is given, though.

**Ad 3 Plan**

The first challenge in the actual business plan is to transfer the IPR of the Consortium HANDS to the business “HANDS Open”. All partners in HANDS have agreed to transfer the IPR right of HANDS to the HANDS Open organization. The organisation of HANDS Open has been described in D8.5.

**Specification of the roles and the interdependencies between the different HANDS stakeholders**

The D8.1 is quite vague on the issue of roles and interdependencies between the different stakeholders of HANDS Open - for a number of good reasons, the main reason being that at present it is transitioning from the current organisation. Second it seems evident that selling this kind of software does not take place in classical producer-consumer business models.

In this section we will describe the interdependencies of the different stakeholders by explaining the business model of HANDS Open; second we will explain the formal organizational structure of HANDS Open; and thirdly we present the first timeline for HANDS Open including financial concerns. But first a number of prerequisites have to be emphasised

- The PEST analysis documents are needed for customizable mobile cognitive support products
- The market is immature
- Commitment, engagement and ethos is highly important in the market in question
- The mobile technology development is moving fast
- The market in one country is different to the market in another
- HANDS is a heterogeneous network with advantages and disadvantages; so is HANDS Open
The first main conclusion is that the management of HANDS Open should be highly dynamically. A scenario-orientated management is required. A tentative list of scenarios is available in Appendix A “Scenarios for HANDS Open”.

**Business model of HANDS Open**

A business model canvas of HANDS is concerned with the value proposition of an organization. When having identified that for HANDS Open, the rest of the business model is elaborated.

The value proposition is (prioritized):

1. Education in the use of mobile cognitive support tools.
2. Consultancy in using mobile cognitive support tools.
3. Access to Software.

The other important finding in D8.1 is the fact that the software requires a remarkable amount of customization. You may say that each segment of the customers have a population of 1 or emphasize the HANDS slogan “One for each”.

When studying contemporary business models\(^7\) the most relevant business model in such case is the Sell-Sumers business model in which Consumers can be Sellers and Sellers can be Consumers. The HANDS architecture enables the teachers to download and adapt social stories, prompts or visual skins to their computer and they may upload the results to the HANDS website again for the sake of the customized solution and for the reuse of experiences.

How the revenue of the producers should be shared, is obviously a good discussion for the HANDS Open board.

**Regarding the customer relation and segmentation.**

The ability to customize the software will obviously attract users and some of them will use the HANDS products intensively. The HANDS Open organisation finds these users very attractive as they make it more attractive to be a customer of HANDS. Other potential customers will rather be consumers of HANDS products.

Added to this “Segmentation by involvement” there is a segmentation between the professional and family segments. The latter has a very simple decision-making process, but little professional knowledge and the professionals have properties. The families are interesting because they may influence school decisions. The schools are

interesting because their budgets for supplementary education are larger and they are more stable customers.

Regarding the need for development of new software it is not a focus area of the HANDS Open organization. First of all the customer is in focus.

The full Business Model is available in Appendix B “The HANDS Open Sell-sumers Business Plan”. In Appendix C, Osterwalder’s original business model of sell-sumers can be found.

The responsibility of the Board of HANDS Open will be:

- To manage the HANDS Open collaboration in a scenario driven manner.
- The overall ICT development strategy
- To confirm and support large funding applications.
- To consider new collaboration partners.
- To decide on common experiments
- To describe the overall purpose and quality of HANDS Open educations
- To confirm educations
- To manage ICT services (server, e-store, web service)
- To facilitate new initiatives

Legally speaking the HANDS Open organization is a “Collaboration Agreement”. Partners should be responsible for taking initiatives with respect to their capacity and their knowledge about national market conditions, rather than letting the HANDS Open Board take on such responsibility. In that sense, the responsibility for a strong HANDS Open collaboration is in the hands of the members’ own initiative.

Some activities has a revenue and the HANDS Open Board decides which percentage of the revenue each HANDS Open member owns, but minor activities are mandatory to all participants:

- Developing local HANDS templates
- Maintaining locally hosted websites

This way, HANDS Open is in line with the recommendations in D8.1.
A potential split of revenue between partners has to balance the local as well as global needs for HANDS. A potentially global HANDS Open organization should obviously focus on further development of the HANDS Open software.

The certified HANDS Open education is one cross-disciplinary activity expected to take place within the organization. Others could be:

- Research – experiments that require participants from several countries and several schools.
- Research – large international and interdisciplinary projects, e.g. funded by the European Commission, inspired by the work done at Aalborg University (AAU) and Massachusetts Institute of Technology (MIT).
- School driven collaboration, e.g. oriented towards the use of sensor technology.
- Exchange of teachers and/or pupils between the schools.

HANDS - positioned on the market

One of the key findings of the D8.1 was the positive analysis that the market for mobile cognitive support tools is expanding. Furthermore, the ability to master the mobile cognitively is not necessarily present from the start, but it is a skill that has to be and can be taught. In the HANDS Open education, this is the primary revenue stream of HANDS according to the business model for yet another reason: the budgets of the main customer segments - the schools - for software are rather minimal, while budgets for supplementary education are larger.

The functional comparison between the HANDS Open product and the alternatives have already taken place in section 2.3, “HANDS in the ‘market’ of assistive ICT tools for ASD”. In an immature market where customers have very little knowledge about alternatives other characteristics of products and companies become important.

Thus it is important to stress the Unique Selling Proposition of HANDS Open that were captured in D8.1, page 32.

1. **Cognitive support tools are collaborative tools:** HANDS can help increasing the teamwork and interaction between teachers, relatives and the toolset user.

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8 Vbn.aau.dk/en/projects/humansensing(89a6e2f-3e08-46c1-992b-29385c62ab9).html
2. **Evaluation of efficiency is important for caretakers**: Data collection allows for measuring actual usage and hence the value gained by the end users of the tool set.

3. **Core principles of autism pedagogic are core HANDS principles**: The adaptation to each user due to the “One for each” principle gives a possibility for greater value of the tool for each end user.

4. **Flexibility is important in a rapid changing technological environment**: The open platform structure makes it very easy to build new functionality into the toolset in the future.

5. **Research based software**: The research conducted in persuasive interfaces, e-learning and cognitive psychology gives a foundation for the sound use and possible gains when using HANDS.

In addition HANDS Open offers an education that enables the caretakers to master all aspects of integrating online activities with offline pedagogical activities and makes the caretakers part of a professional community.

A detailed comparison between HANDS and alternatives is given in section 2.3, “HANDS in the ‘market’ of assistive ICT tools for ASD”.
Appendix A. Scenarios for HANDS Open

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action</th>
<th>Possible change in HANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>New EC funding is applied successfully with new partners.</td>
<td>Funding was applied.</td>
<td>A strategic focus gets more attention in the HANDS Open Board. The new partners have to be absorbed in HANDS Open. In terms of collaboration and social interaction. Dependencies may change the organization focus.</td>
</tr>
<tr>
<td>Research in e.g. sensors prove interesting for HANDS partners</td>
<td>A. Research experiments take place.</td>
<td>New opportunities for the HANDS collaboration as well as new research opportunities.</td>
</tr>
<tr>
<td></td>
<td>B. Education of HANDS Open partners takes place.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Technology is offered to users.</td>
<td></td>
</tr>
<tr>
<td>Independent researchers or companies offer their insight or technology to the HANDS Open Board</td>
<td>The offer is given to the users.</td>
<td>A new stream of revenue and requirements to change the organisation</td>
</tr>
<tr>
<td>Funding in one country enables the development of new software</td>
<td>Negotiation on who should manage the design and development process</td>
<td>Disagreement among HANDS partners</td>
</tr>
<tr>
<td>The HANDS Open organization decides to create a cheap and almost royalty free alternative to Boardmaker</td>
<td>HANDS Open ensures that the alternative gives no legal problems and hires a graphical designer.</td>
<td>More customers and a new stream of revenue.</td>
</tr>
<tr>
<td>Google decides to support HANDS with development resources</td>
<td>Specification of the requirements. HANDS Open is being involved in Googles CSR activities.</td>
<td>Better opportunities for ensuring long lasting solutions, improved credibility of HANDS Open. Dependencies may change the organization focus.</td>
</tr>
</tbody>
</table>
This Business model is strongly inspired by a businessmodel developed by Alex Osterwalder. Described briefly at p43-50

http://www.slideshare.net/oukearts/10-new-business-models-for-this-decade?src=related_normal&rel=802441
Generic version of “Sell-sumers model” (also entitled “Community funded Business model. Copied from p47 at http://www.slideshare.net/oukearts/10-new-business-models-for-this-decade?src=related_normal&rel=802441
References


