

Appendix 2 – Specifications for the prototype

For the two iterative design steps, we summarized the panel's feedbacks through a list of specifications for the next release. These specifications are provided below.

Specification at the end of the first iteration :

- 1) Create a section dedicated to centralize individual support strategies, aids, and adjustments that are effective with the student, and therefore useful to all stakeholders;
- 2) Provide a system for continuous skills evaluation, different from the current skills assessment section. This will enable stakeholders not only to share a common picture of initial achievements, but also to build a common view of the student's development, over time, and across the environmental settings (*i.e.*, family, school, health).
- 3) Provide a history of evaluations in order to better track the student's progress on all or part of their skills and over a given period of time (month, school term, year). Then, the stakeholders can have a uniform sampling of the student's evolution.
- 4) Enrich information by allowing every user's contributions to be added to the student record. We will allow all the users to add information in all sections of a student, so that they can be aware of the student's evolution across all environmental settings (*i.e.*, family, school, health).
- 5) Create a meeting management interface that will serve as a support to initially build the skills matrix, evaluate it and update it over time;
- 6) Provide a section for keeping track and reviewing a meeting history that will be accessible to all stakeholders.

Specification at the end of the second iteration :

- 1) Guarantee the security of the users' and individuals' data by providing a database and a hosting system that are secure enough to store sensitive data about vulnerable individuals

(in compliance with user protection regulation, such as the General Data Protection Regulation [GDPR] for Europe).

- 2) Clarify the dissemination limits and the amount of information that can be put online in the student's record. For example, information related to individuals' health requires specific authorization and security resources in order to prevent any risk of data breach.
- 3) Develop a usage guide and rules of good practices for users so that they are informed of the vigilance to be observed on the use and the transmission of personal data.
- 4) Provide moderation functionalities for managing contents' publication, both in terms of information veracity and correctness, and its implications for the individual
- 5) Keep the highly customizable structure of the tool, which provides a great flexibility of use for monitoring individuals in the short and long run.
- 6) Include new functionalities for managing life transitions of individuals (*e.g.*, school transitions, professional insertion) and for transmitting all or part of the student data to a new support team.
- 7) Provide a specific role to external stakeholders from medico-social and educational support domains so that they can review the student's record and even the rights to contribute to it. To this end, we should provide functionalities to manage user access to the record and to define access rules depending on the intervention period of a given stakeholder.
- 8) Consider the individuals supported and their consent to the use of their personal data, and possibly offer them the means to contribute to the tool if they have the capacity to do so.