Instructional Design Course Project

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The Design Plan, Learning Plan, and Learning Materials created for a real training event: Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) Training for a New Communication Disorder Assistant (CDA)

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Design Plan

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Name of Project

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) Training for a New Communication Disorder Assistant (CDA)

Description

- Real learning request to train a new individual on the routines relating to the daily care of an adult client with special needs
- The new individual will be trained by a previous CDA who has known the family for 4-5 years, 2 years working
- Training from the previous CDA will occur over a 4-8 day period in total during the 2nd and 3rd week of employment and in the client's home
- PROMPT activities are a key requirement as they indicate the client's oral communication level and equip the CDA with tools to assist the client
- Previous CDA is planning to schedule follow-up meetings after training

Audience Analysis/Learner Profile

- Primary: The new CDA
    - Has a relevant degree and 3 years experience assisting people will special needs
    - 6 months experience assisting with Speech Language Pathology goals through work which ended approximately 1 year ago
        - Will have some additional guidance from clinic staff during client's appointments

- Secondary: The client's family and other staff, potential for further training or review of materials

Trainer Requirements

The trainer must possess:
- Know the client and their sound levels
- Background in phonetics and PROMPT

Goal of the Learning

- Accurately use PROMPT to aid the client's speech development and identify known sound substitutes when appropriate

Performance Objectives

- Performance Objective #1: Explain the tactile cues and the three support components that contribute to sound formation

- Performance Objective #2: Use the correct tactile cues to support the components that contribute to sound formation

- Performance Objective #3: Identify potential sound substitutions to aid in word development

Learning Objectives

- Learning Objective #1: Given a list of sounds, the learner will explain each PROMPT, such that the three components of sound formation are identified with 100% accuracy

- Learning Objective #2: Given the trainer's head, the learner will demonstrate PROMPT such that, the correct finger placements, timing, and pressure of the tactile cues are used 100% of the time

- Learning Objective #3: Given 10 words, the Communication Binder, and a template, the learner will propose a word development plan such that, only words containing sounds the client is struggling with/has not achieved are modified, and that these substituted sounds best match the desired sound in terms of the three components of sound formation

Design Channels/Modalities & Rationale

Learning will be blended and modular, offering self-study or asynchronous opportunities when appropriate.

(Detailed table on the next page)

Unit	Time (min)	Learning Objective	Domain	Sub Topics / Content	Instructional Methods	Instructional Modality	Assessment	Tools / Resources	Rationale
1	20-30	Given a list of sounds, the learner will explain each PROMPT, such that the three components of sound formation are identified with 100% accuracy	Cognitive – Understanding	Review the information in the PROMPT Handbook	• Reading	Asynchronous	Formative & Summative: • Multiple Choice • Short Answer	• PROMPT Handbook	Reading followed with a multiple choice and short answer test is appropriate for the domain and modality. Self-directed reading will minimize interference with client's schedule/care. The assessments will aid in knowledge retention.
2	60-90	Given the trainer's head, the learner will demonstrate PROMPT such that, the correct finger placements, timing, and pressure of the tactile cues are used 100% of the time	Psychomotor	Practice the tactile cues for the client's sounds and the sound's specific instruction	• Demonstration • Laboratory (Simulation) *PROMPT may be divided into chunks over a few days to accommodate time constraints	Synchronous	Formative: • Checklist • Rating Scale Summative: • Performance Test	• Trainer	Demonstration followed with a laboratory activity is appropriate for the domain and modality. As well, laboratories allow for practice when the real-life situation would be inappropriate. This allows the learner to practice before assisting the client. The Assessments reflect the domain and will aid in retention.
3	38-60	Given 10 words, the Communication Binder, and a template, the learner will propose a word development plan such that, only words containing sounds the client is struggling with/has not achieved are modified, and that these substituted sounds best match the desired sound in terms of the three components of sound formation	Cognitive – Creating	Identify sounds with similar cues and review the current list of the client's sounds and their status (ie. 1-5 from beginning to mastered)	• "Case Study" – use client	Synchronous *If needed, could be easily adapted to an asynchronous or blended modality.	Formative: • Plan Draft Summative: • Job Aid • Oral Test	• Template for a Word Development Plan • Communication Binder	Case Study followed with a plan draft is appropriate for the domain and modality. The plan draft and oral test allow a variety of examples to be examined and plenty of trainer feedback. The creation of a job aid will assist with retention and support the transfer of knowledge. Ability to easily adapt unit to an asynchronous or blended modality gives flexibility with client's needs

Requirements & Implementation Strategies

- Training will be self-directed e-learning (Asynchronous – Unit 1) and in the client's house (Synchronous – Unit 2&3)

- Additional materials include:
  - Training
    - Unit 1: PROMPT Handbook
    - Unit 2: A notebook and pens or a recording device
    - Unit 3: Template for a Word Development Plan, the Communication Binder, and a notebook and pens or a recording device
  - Job Aids
    - General: The resources/tools provided for each unit will be kept by the learner
    - Unit 1: No additional job aid
    - Unit 2: Email with links to videos of people demonstrating PROMPT
    - Unit 3: Job aid project (Word Development and Sound Substitution Guide) and Phonetics Diagram

- Costs will be minimal due to the materials needed and individual training:
  - Cost of printing materials and supplying a notebook and pens or a recording device
  - Hourly wage for previous CDA (trainer) and new CDA (learner)
    - Client will work on other communication goals that are fairly autonomous, no additional person required
  - Material for the e-learning will be pulled from reputable sources, no additional cost

Evaluation Strategy

- Level 1: Reaction survey to be completed following PROMPT Training and before debrief, through a paper document provided by the trainer

- Level 2: A physical demonstration of PROMPT cues for approximately 10 words and an oral test consisting of approximately 30 questions (~10 per LO), facilitated by the trainer during the next working day

- Level 3: Interviews with the client's family and program/clinic staff, review test of PROMPT for sounds and words, and 20-40 minute coaching sessions with the trainer 1 week and 1, 3, and 6 months following the learning event

Learning Plan

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Course Title

Unit 3: Substituting Sounds for Word Development

Description

- One-on-one training with one trainer and one learner
    - Trainer – Previous Communication Disorder Assistant (CDA)
    - Learner – New CDA

Logistics

- Unit 3 will be provided in the client's home at times typically scheduled for PROMPT review with the client
- To accommodate training, the client will focus on different, and relatively autonomous, communication goals
    - Ex. creating stories with an iPad app

Resources

- Trainer knowledge
- The Communication Binder
- Notebook and pens or a recording device
- Learning materials (see pages 14-19)

Content

- Revision of:
    o Sound Formation
    o PROMPT cues

- New Concepts:
    o How to develop words
    o How to select appropriate sound substitutions

Background Plan

Unit	Time (min)	Learning Objective	Domain	Sub Topics / Content	Instructional Methods	Instructional Modality	Assessment	Tools / Resources	Rationale
3	38-60	Given 10 words, the Communication Binder, and a template, the learner will propose a word development plan such that, only words containing sounds the client is struggling with/has not achieved are modified, and that these substituted sounds best match the desired sound in terms of the three components of sound formation	Cognitive – Creating	Identify sounds with similar cues and review the current list of the client's sounds and their status (ie. 1-5 from beginning to mastered)	• "Case Study" – use client	Synchronous *If needed, could be easily adapted to an asynchronous modality.	Formative: • Plan Draft Summative: • Job Aid • Oral Test	• Template for a Word Development Plan • Communication Binder	Case Study followed with a plan draft is appropriate for the domain and modality. The plan draft and oral test allow a variety of examples to be examined and plenty of trainer feedback. The creation of a job aid will assist with retention and support the transfer of knowledge.

Learning Objective

Given 10 words, the Communication Binder, and a template, the learner will propose a word development plan such that, only words containing sounds the client is struggling with/has not achieved are modified, and that these substituted sounds best match the desired sound in terms of the three components of sound formation

Supporting Objectives

At the end of this unit the trainee will be able to:
- Explain how words are developed
- Analyze the similarities and differences between sounds
- Select appropriate sound substitutions for the client
- Create a plan for word development using sound substitutions and PROMPT theory

Lesson Outline

This unit will follow the 3 Part Learning Model
- Before
  - Facilitate a conversation to encourage the learner to consider how words are formed, the components of sounds, what they would do when the client doesn't have a required sound for a word, and why
- During
  - Have the learner complete a Draft Plan for the development of 10 words
    - Provide a template and the Communication Binder
- After
  - Have the learner explain their Draft Plan and reasoning to you
  - Discuss the key concept of sound substitution with the learner and have them record notes for their job aid assignment

(See page 12-14 for a comprehensive outline)

Evaluation Plan

Comprising of a formative and two summative assessments:
- 30% – Formative
    - Draft Plan for the development of 10 words
- 70% – Summative
    - 30% – Job Aid (Word Development and Sound Substitution Guide)
    - 40% – Oral test with approximately 10 words (half from this activity and half new)

(Assessment documents - rubrics, example, and instruction sheet - attached in Learning Materials, pg. 15-20)

Rationale

Following the 3 Part Learning Model allows the learner to discover knowledge through exploring, connecting, and practicing. This format also gives the learner multiple opportunities for feedback, aiding their retention. The final step includes the construction of a job aid after reflecting on their solution to the "case study". Creating the aid in this manner also benefits their retention and supports the transfer of knowledge. The oral test will measure both their retention and their application to new situations. Overall, this model best reflects the real-world situation, where the learner will need to continuously use their knowledge to select best-fit solutions (often on the spot), evaluate their effectiveness, and revisit their strategies.

Detailed Lesson Outline

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Course Title

Unit 3: Substituting Sounds for Word Development

Learning Objective

Given 10 words, the Communication Binder, and a template,
The learner will propose a word development plan
Such that, only words containing sounds the client is struggling with/has not achieved are modified,
And that these substituted sounds best match the desired sound in terms of the 3 components of sound formation

Materials Needed

For the learner
- Notebook and pens or recording devise (provide immediately)
- Communication Binder (provide in "During")
- Development Plan Handouts (provide in "During")
  - 10 words
  - Template
  - Example
- Job Aid Handouts (provide in "After")
  - Instructions
  - Rubric

For the Instructor
- Notebook and pens or recording devise
- Communication Binder
- Development Plan Handouts
  - Example
  - Rubric
- Job Aid Handouts
  - Instructions
  - Rubric

Lesson Plan

Icebreaker (3-5) min):

Have the learner say the following sentence without the letters "C", "K", and "G", but without dropping letters:
- Kelly the pig went to the market to buy cakes and grapes

(Ex. Without "K" and "L" Kelley could be Wewy)

Ask the learner:
- How hard was it to figure out how to communicate that to me? To fill in the gaps?
  - How did you feel? Were you Frustrated?

Learner will:
- Participate by attempting to say the sentence
- Reflect on the challenges

Trainer will:
- Encourage the learner to figure out a solution
- Be patient while the learner decides how to communicate it

Before (5-10 min):

Facilitate a discussion by asking the learner:
- How would you assist the client in forming words?
  - How are words formed? And components of that?
- What if they don't have a required sound?
  - What needs to be considered when substituting sounds?

Revisit the importance of substituting sounds before continuing

Provide "Soap" as an example and get learner to propose why

Learner will:
- Participate in the discussion
- Pull from previous units to connect concepts

Trainer will:
- Create a safe space
- Encourage learner to ask questions
- Clarify and redirect through questions

During (20-30 min):

Provide 10 words, the Communication Binder, and the template

Ask the learner to use the template to create a draft plan for the client's word development

Remind them to explain their decisions for each word

Learner will:
- Complete the Draft Plan to the best of their abilities
- Ask for clarification or ask questions when needed

Trainer will:
- Clarify and redirect through questions
- Observe and assess

After (10-15 min):

Have the learner share their plan and explain their decisions

Assist the learner in summarizing key concepts, such as:
- What are the components of sound formation?
    - How should these be considered?
- Specific examples of correct and incorrect substitutions

Introduce the take-home Job Aid Assignment and upcoming test

Learner will:
- Fully explain their choices
- Respond to feedback
- Participate in discussion and record notes

Trainer will:
- Encourage note taking
- Clarify misunderstandings and provide feedback
- Ask probing questions to facilitate review
- Provide assignment rubric and explain test style

Learning Materials

Course Title

Unit 3: Substituting Sounds for Word Development

Included Materials

Development Plan Handouts
- Template
- Example
- Rubric

Job Aid Handouts
- Instructions
- Rubric

Phonetics Refresher Handout

Development Plan Template

Word:

Sounds:

Sounds to be Substituted	Sound Components	Substituted Sound Choice	Reasoning

Word:

Sounds:

Sounds to be Substituted	Sound Components	Substituted Sound Choice	Reasoning

Development Plan Example

<div style="background:black; height:40px;"></div>

Word: "Soap"

Sounds: "S", "o", and "p"

Sounds to be Substituted	Sound Components	Substituted Sound Choice	Reasoning
"S"	Fricative	"D"	"D" is a stop and is voiced, easier for client. Place of articulation is the alveolar ridge, like with "S"

Development Plan Rubric

30% of Overall Mark

Criteria	Exemplary (8-10 points)	Good (7 points)	Satisfactory (5-6 points)	Needs Improvement (2-4 points)	Unsatisfactory (0 points)
Word Breakdown	Words are quickly and easily broken into their sound components.	Words are broken into their sound components with some pauses.	Words are broken into their sound components at a reasonable rate.	Words are broken into their sound components with some struggle.	Words are broken into their sound components with help.
Components of Sound Formation	The learner demonstrates sound knowledge and understanding of the 3 sound formation components for each sound.	The learner demonstrates good knowledge and understanding of the 3 sound formation components for each sound.	The learner demonstrates knowledge and understanding of the 3 sound formation components for each sound.	The learner demonstrates some knowledge and understanding of the 3 sound formation components for each sound.	The learner demonstrates poor to no knowledge and understanding of the 3 sound formation components for each sound.
Chosen Sound Substitute	The sound substitute chosen best matches the desired sound; selection was fast.	The sound substitute chosen best matches the desired sound; selection was somewhat fast.	The sound substitute chosen best matches the desired sound; selection was somewhat slow.	The sound substitute chosen somewhat matches the desired sound; selection was slow.	The sound substitute chosen does not match the desired sound; selection was slow.
Reasoning	Explanations for the chosen substitute show a robust understanding of concepts; ideas are fully developed and justified.	Explanations for the chosen substitute show a sound understanding of concepts; ideas are fully developed and justified.	Explanations for the chosen substitute show an understanding of concepts; ideas are well supported.	Explanations for the chosen substitute show some understanding of concepts; ideas are weakly developed and justified.	Explanations for the chosen substitute show poor to no sound understanding of concepts; ideas are not developed and justified.
Questions and Clarification	The learner works autonomously, rarely asking questions or for clarification.	The learner is mostly autonomous; questions or clarification requests are brief and intelligent.	The learner is somewhat autonomous; questions or clarification requests are occasional and less brief.	The learner is fairly autonomous; questions or clarification requests are more often and complex.	The learner is unable to work autonomously.

Job Aid Project Information Sheet

This unit's project provides the opportunity to demonstrate your comprehension of all 3 units by creating an on-the-job reference material.

The job aid should contain the following information, at minimum:

1. Title (Ex. Word Development and Sound Substitution Guide)

2. The 3 components of sound formation

3. PROMPT cues specific to the client
   a. Helpful information and tips, if needed
   b. Pictures/diagrams, if needed

4. Considerations for sound substitution
   a. Helpful information and tips, if needed
   b. Examples, if needed

Refer to this document and the project rubric to guide your job aid.

Job Aid Project Rubric
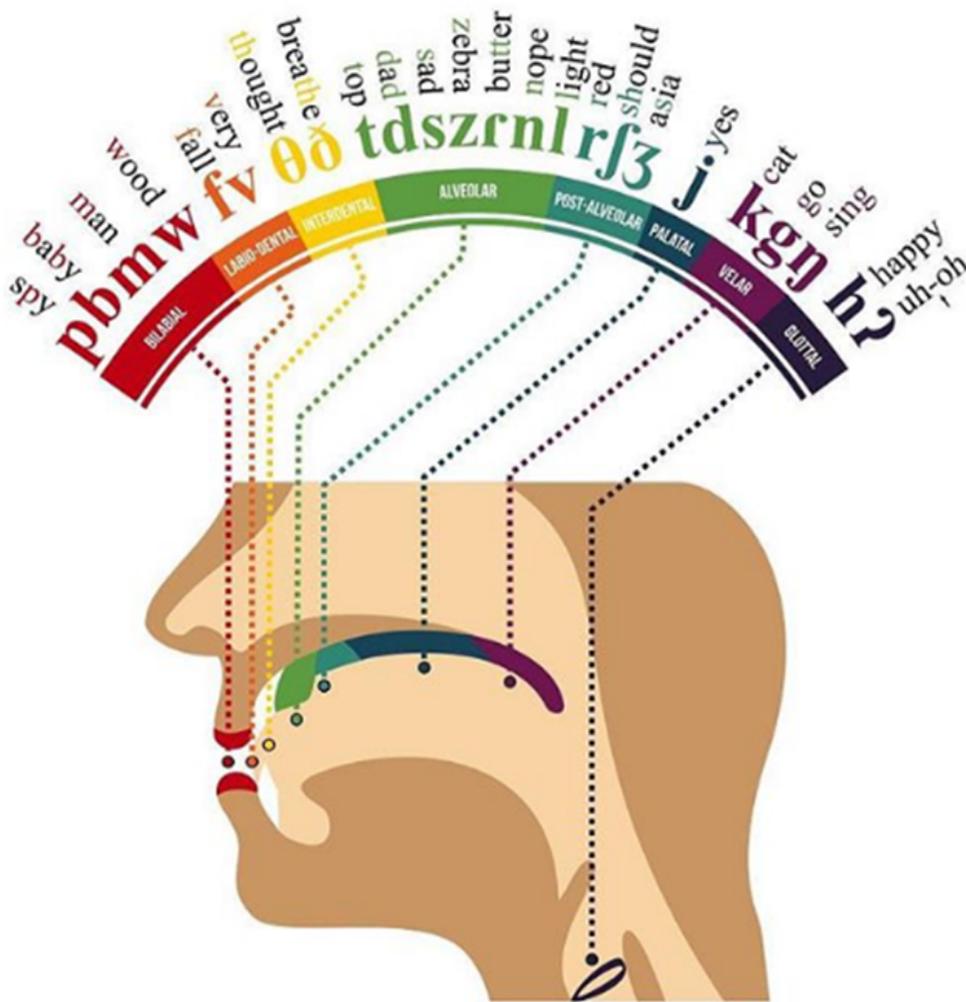
30% of Overall Mark

Criteria	Exemplary (8-10 points)	Good (7 points)	Satisfactory (5-6 points)	Needs Improvement (2-4 points)	Unsatisfactory (0 points)
Designs a useable layout	All required elements of the job aid are present and completed to an exemplary standard. The document is professional looking using informative headings and tables where appropriate.	All required elements of the job aid are present. The document is well organized with informative headings and tables where appropriate.	Most required elements of the job aid are present. The document is partially organization and is somewhat difficult to follow.	Some required elements of the job aid are poorly presented or missing. The document is lacking organization and is difficult to follow.	Few required elements of the job aid are present. The document is missing key information.
Presents concepts in an organized and clear manner	Concepts are well defined and explained; information is well written and easily understood. All key points are included.	Concepts are clearly stated; writing is organized and has a flow. All key points are included.	Concepts are provided with satisfactory understanding; writing is somewhat organized and clear. Most key points are included.	Concepts are somewhat understood; writing is missing a flow and information is poorly organized. Some key points are included.	Concepts are poorly understood or missing; writing quality is poor and information lacks organization. Few key points are included.
Shows evidence of knowledge and understanding	Information presented demonstrates mastery of unit concepts.	Information presented demonstrates a good understanding of unit concepts.	Information presented demonstrates an understanding of unit concepts.	Information presented demonstrates a low level of understanding of unit concepts.	Information presented does not demonstrate an understanding of unit concepts.

Phonetics Refresher Handout

Tool for listening to phonemes - http://www.ipachart.com

Youtube video series for a refresher of the Internation Phonetic Alphabet (IPA) -
https://www.youtube.com/watch?v=7mahmMmnSx4&list=PLOZUTLsJbEAjW-Z9Bou0fPvPs8zdF79pJ

ENGLISH IPA

Additional Notes