

Design Document 1 - Vinaya Kulkarni

Background Information and Important terms:

AAC: Augmentative Alternative Communication involves all modalities of communication, including low-tech communication boards, gestures, as well as high-tech options such as the use of **Speech-generating devices** (SGD) for communication. In the therapy world, SGD and AAC are most often used interchangeably.

Defining learners of this project: This learning module is designed for **Communication partners** (CP) of adults with acquired communication disorders who are learning to use AAC devices.

Adult users of AAC come from all walks of life. The main difference between children with communication disorders due to congenital deficits and adults with acquired communication disorders is that adults are learning ways to modify or adapt to new ways of communicating with limited or no verbal speech. They do not necessarily rely on the device for learning literacy skills or may not have educational goals. Thus, the support they need from CPs is different from the support needed by pediatric clients. Examples of acquired communication disorders in adults include Aphasia following stroke, loss of speech following TBI, Parkinson's disease, and ALS.

Following an unfortunate medical event, once the patients are diagnosed with a communication disorder impacting their ability to use verbal communication, they undergo speech therapy evaluations. After jumping through hoops to get device funding approved by the insurance companies, the patient is finally issued an AAC device. At this stage, the family members are clueless about how to proceed once the device is delivered and the patient is home from rehabilitation/ hospital stay.

This training is designed for communication partners (family members, primary caregivers, spouse, and so on) who are at this stage/phase: The device is home, patients are attending outpatient speech therapy and taking the device with them. Beyond this, the device sits idle, eventually facing device abandonment, and patients are at risk of being left with limited communication for the rest of their lives. While speech therapists as SMEs recognize the value of CP involvement, they may or may not be proactive in investing time in CP training due to several reasons such as having a large patient caseload. However, if the communication partners reach out to the professionals with specific objective expectations and show up with a plan to get involved then it will help both the professionals and the CPs thus yielding better success with communication for the AAC user.

1. Project Overview:

- This learning module is designed for adults who are learning to use AAC. I will deliver this 1-hour face-to-face workshop as a guest speaker at a local short-term rehabilitation facility. The speech therapy department at this facility organizes monthly free educational workshops for families and patients. Video recording of this workshop can be used by treating SLPs, device representatives or any AAC related organization after seeking my consent.
- This project is SME driven. I consider myself subject matter expert in speech therapy and AAC use. Although, the concept is SME driven, the purpose is patient and family empowerment through family education and involvement. I am a big believer that the patient and their family are real experts, and we are facilitators or mediators helping them adapt to the situation. The autonomy that comes through knowledge and involvement allows for better services, better use of resources and better success with communication which is fundamental human rights. Thus, this project is intended to provide communication partners with knowledge and tools in helping their loved ones adapt to AAC.

Gap Analysis:

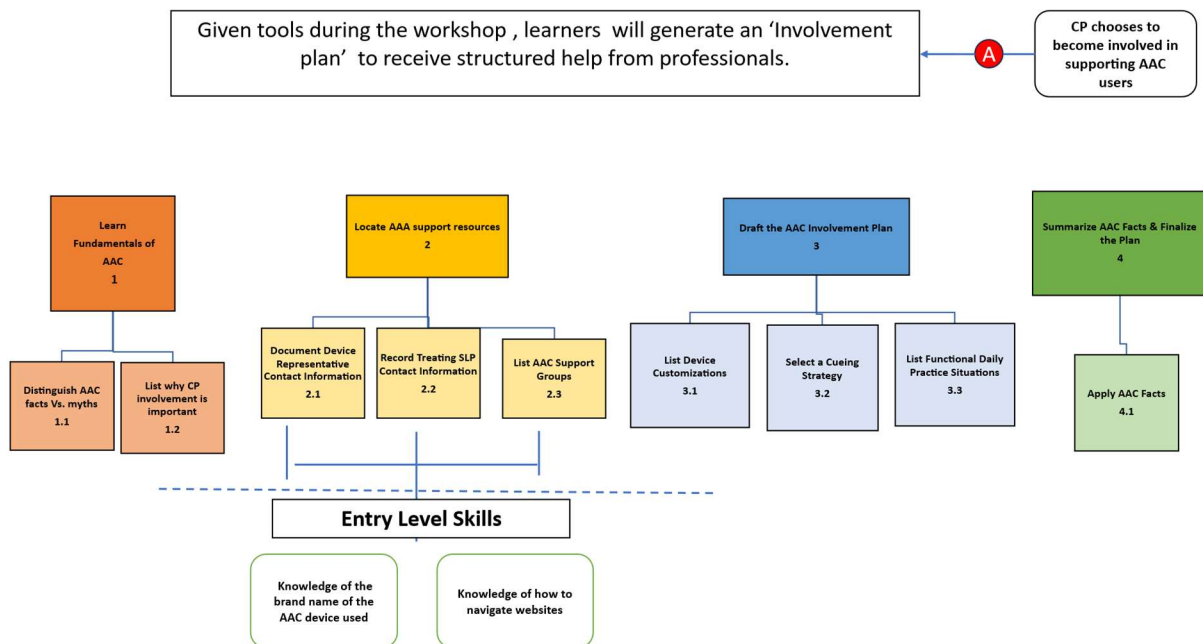
Desired Status -	Actual Status =	Need
Communication partners (e.g., spouses, family members of adult clients using AAC devices) are informed about the facts and potential of speech-generating devices in the process of communication. They understand their role/ importance of their involvement in the successful use of SGD, and they feel confident in supporting communication using SGD in a variety of functional settings.	Communication partners have significant knowledge gaps and misconceptions about AAC devices for communication. This disparity in awareness and expertise among communication partners of people using SGD causes missed opportunities, inconsistent support, and high rates of device abandonment.	A workshop for communication partners of adult clients using AAC devices: 1. To address common misconceptions about the use of AAC and its impact on communication, 2. To teach communication partners how to use tools and resources in identifying ways for improved involvement, 3. To provide a roadmap of concrete steps and strategies for becoming supportive communication partners for people using AAC devices in a variety of functional settings and situations.

2. Instructional Goal:

Given tools during the workshop, learners will generate an 'Involvement Plan' to receive structured help from professionals.

1. **Learners:** Communication partners of adults adapting to AAC.
2. **What learners will be able to do in performance context:** Generate a concrete 'Involvement plan' to get the most out of their interactions with AAC professionals.
3. **The performance context during which the skills will be applied:** therapy sessions and other interactions with AAC professionals/ experts (speech therapists, brand representatives)
4. **Tools:** device websites and other online resources + worksheets/templates completed during the workshop.

Creation of Goal Analysis Diagram:



3. Main Steps and Subordinate skills leading to the Goal.

1. Learn Fundamentals of AAC.

1.1 Distinguish AAC facts Vs. myths.

1.2 List reasons why CP involvement is important.

2. List 3 major AAC Resource Criteria:

2.1 Document contact details of the device company representative.

2.2 List 1 or 2 support groups and their contact information (changed numbering to 2.2)

3. List components of 'Involvement plan' for 'getting the most' out of available professional support.

3.1 List customizations to be included on the device.

3.2 List cueing strategy to practice at home.

3.3 List daily-life situations, events, and functional tasks to rehearse the use of the AAC device.

4. Discuss AAC facts.

4.1 Apply AAC facts to hypothetical case scenarios.

4.2 “Deleted”

Entry Skills:

1. Knowledge of the brand name of the device used by their loved one.
2. Knowledge of how to navigate websites independently.
3. Some learners may already have knowledge of the contact information of the treating SLP for scheduling purposes.

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4. Learners Context:

Learners (CPs) vary in age, emotional readiness, tech familiarity, and prior exposure to AAC. Most have **no prior knowledge**, feel overwhelmed, and need reassurance and simple instruction. Motivation to promote use of AAC for their loved ones, and motivation to be engaged in the process varies, however, most of them express fear of technology to be their biggest hurdle.

This learning module is designed for adults who are learning to use AAC. I will deliver this 1-hour face-to-face workshop as a guest speaker at a local short-term rehabilitation facility. The speech therapy department at this facility organizes monthly free educational workshops for families and patients. This facility has an out-patient department, and patients often transition to the out-patient department after completing their 21-day stay at the in-patient unit. I interviewed the Rehabilitation director (RD) and team of speech-language pathologists (SLPs) at this facility to gain insight about the learners and facility. The RD and SLPs specifically expressed need to involve family members (primary communication partners of AAC users) once they start out-patient therapy. Most SLPs reported that patients leave in-patient units with devices and start out-patient therapy once a week. The patient is dropped off for therapy session by their family member, and the only use of device occurs during the session with structured tasks. SLPs would like to see more proactive engagement from family members to reduce risk of poor communication and device abandonment.

During their interviews with me, RD and SLPs shared their knowledge about the learner's profile based on the survey forms used by their department to organize educational events for the family members of AAC users. These surveys are filled out by family members who are interested in attending educational events at the facility and have signed up for AAC workshop.

In adherence to the HIPPA regulations, I did not personally have access to the survey forms, information was shared with me without disclosing identifying information. Most learner characteristics are described on average, not individually.

Learner Analysis Table

Information Category	Data Sources	Learner Characteristics
Entry Skills	Interviews with RD and SLPs	All of them use computers, Tablets and smart phone and know how to use internet.
Prior Knowledge	Interviews with RD and SLPs	No prior AAC experience
Attitudes Toward Content	Interviews with RDs and SLPs Professional experience	Fear of technology, misconceptions about AAC use but are interested in learning
Attitudes Toward Delivery System	Interviews with RDs and SLPs	Prefer hands-on practice, visuals, worksheets, many of them stated, “I want to help but don’t know where to begin”, “I don’t know how”.
Motivation	Interviews with RDs and SLPs	Motivated to learn and attend the workshop but skeptical or uncertain about AAC. Motivated by peer/ group support, sharing and relating to others going through similar challenges.
Education/Ability Levels	Interviews with RDs and SLPs	Varies widely; ranges from high-school graduates to PhDs.
Learning Preferences	Interviews with RDs and SLPs	Prefer In-person training or workshops no longer than 1 hour in duration. Most prefer concrete steps and ideas rather than learning theory or complex medical information about their loved one’s diagnosis.
Attitudes Toward Organization	Interviews with RDs and SLPs Professional experience	High trust in SLPs; expect guidance. Patients have spent considerable time at the in-patient unit and so families have built rapport and trust towards the organization. They have chosen to continue out-patient therapy at this facility due to the care they received.
Group Characteristics	Interviews with RDs and SLPs. Professional experience.	Highly heterogeneous; emotionally stressed. Total number: 12. Age range: 35-65, male and female, relationship to AAC user: spouse, primary caregiver, sibling, younger family member (son/ daughter). The group has devices from 3 major companies: Tobii Dynavox, Lingraphica and PRC-Salttillo.

5. Learning Context:

This learning module will be delivered to a conference room within an in-patient facility. This room is private, with AV support, projector screen, and multiple large tables that can accommodate small groups of 5-6 people at each table. Multiple floor and wall electric outlets for use of electronic devices by participants. This conference room is a dedicated area for the facility organized monthly educational training and staff meetings.

Learning Context Table:

Information Category	Data Sources	Learning Site Characteristics
Number & Nature of Site	Interview with RD and visit to the site	One local rehabilitation facility. Staunch support from rehab team
Site Compatibility w/ Instruction	Interview with RD and visit to the site	Private, fully equipped with AV set up and allows use of multiple laptops during session.
Site Compatibility w/ Learner Needs	Interview with RD and visit to the site	Allows interactions in small groups, private to accommodate voluntary sharing of sensitive emotional journey of family members.
Feasibility for Simulation	Interview with RD and visit to the site	Multiple electric outlets will allow participants to use their own laptops to complete web search activities during the training. Small group set up will allow discussion of hypothetical scenarios and sharing of experiences.

6. Performance Context:

Learners will generate 'Involvement plan' during the training. However, they will utilize the plan during their sessions with the treating SLP. They will have the tools (worksheets completed during the training, knowledge gained from the training) to use during their interactions with AAC professionals.

Performance Context Table

Information Category	Data Sources	Performance Site Characteristics
Managerial Support	RD interview Visit to the site	Staunch support from rehab team and already established conference room with AV set up.
Physical Aspects	RD interview Visit to the site	Private room, AV set up with projector screen, presenter can connect her laptop to project presentation on the screen. Participants will bring their own laptops to complete web search tasks during the training.
Social Aspects	SLP interview	Learners are familiar with the site due to having spent time with their loved one while in in-patient unit.
Relevance to Workplace	SLP interview	This characteristic is not applicable to my learners as they will not be using the knowledge they gain in this training in context of their workplace. However, the learners will use the 'involvement plan' generated in the training during their sessions with SLP and Device representatives (AAC professionals) to actively help their loved one use AAC in daily life.

7. Performance Objectives:

Terminal Goal	Given tools during the workshop, learners will generate an 'Involvement plan' to receive structured help from professionals.
Main Step 1.0 Explain Fundamentals of AAC	• CN: Given workshop slides and group discussion • B: communication partners will explain key AAC concepts • CR: providing at least 3 accurate statements about AAC use and purpose.
Subordinate step 1.1 Distinguish AAC Facts vs. Myths	• CN: Given a list of AAC statements on a worksheet • B: participants will distinguish AAC facts from myths • CR: with at least 80% accuracy during group review.
Subordinate step 1.2 List why CP involvement is important	• CN: Given workshop slides, discussion prompts and real-world examples • B: participants will list reasons why communication partner involvement is important • CR: providing at least 2 accurate and relevant reasons verified in group discussion via instructor feedback.
Main Step 2.0 List AAC Support Resource Criteria	• CN: Given overview of the 'Resources: My Village' worksheet • B: communication partners will verbally list resource criteria • CR: listing all 3 resource criteria in response to questions by instructor during group discussion.
Subordinate step 2.1 Document Device Representative Contact Information	• CN: Given the device manufacturer's website • B: participants document the company representative's contact information • CR: including name, phone/email, and region/service area.

Subordinate step 2.2 List AAC Support Groups	• CN: Given device website, other online community resource lists and group discussions • B: participants will list 1–2 AAC support groups and their contact information • CR: including group name and either meeting link or contact email.
Main Step 3.0 List components of the AAC Involvement Plan	• CN: Given an Involvement plan overview and examples of completed worksheet • B: CPs will verbally list components of AAC involvement plan • CR: including all 3 components, instructor lead guided discussion.
Subordinate step 3.1 List Device Customizations	• CN: Given workshop slides about importance of personalization and a customization worksheet • B: CPs will generate a list of personalized customizations • CR: identifying 3–5 vocabulary items, and at least 3 personal preferences from selection of 10 areas of preferences.
Subordinate step 3.2 Select a Cueing Strategy	• CN: Given infographic of Dos and Don'ts of cueing strategies and group discussion • B: CPs will choose one evidence-based cueing strategy • CR: and provide one real-life daily situation where they will practice it.
Subordinate step 3.3 List Functional Daily Practice Situations	• CN: Given examples of common communication routines and contexts through slides and communication routines worksheet • B: CPs will list daily-life situations where AAC practice can occur

	• CR: recording at least four functional, meaningful situations across home, therapy, or community.
Main Step 4.0 Discuss AAC Facts	• CN: Given summary video of workshop content and group discussion • B: CPs will discuss AAC facts and ask clarifying questions • CR: sharing at least 1 take-away and/ or asking 1 clarifying question.
Subordinate step 4.1 Apply AAC Facts	• CN: Given slides summarizing the presentation and a quiz • B: CPs will apply AAC facts to hypothetical case scenarios • CR: with 80% accuracy.

8. Assessment Plan:

Entry Skills Test

Entry skills were not assessed formally. Via interview with SLPs, it was verified that participants have the basic knowledge of brand name of the device their loved one is using. It was also verified that participants had basic knowledge of how to use a computer and can-do internet browsing.

Pretest:

At the beginning of the session, participants are encouraged to introduce themselves and share where they are on the journey of helping their loved ones use AAC. This will provide informal insight into their experiences so far with AAC.

Practice Tests (Required)

Throughout the session, the facilitator will monitor participation and success through completion of quizzes, worksheets and engagement in group discussions.

- 1st Checkpoint: Objective 1:
 - AAC Facts vs. myths (true or false) (1.1)
 - Group discussion and instructor feedback: listing reasons why communication partner involvement is important (1.2)

- 2nd Checkpoint: Objective 2:
 - Completing Resources worksheets
 - contact information of device representative,
 - contact information about treating SLP.
 - information on available support groups
- 3rd Checkpoint: Objective 3:
 - Completion of worksheets:
 - Listing device customizations
 - Cueing strategy selection
 - Listing Daily-life scenario/communication routines to practice
- 4th checkpoint: Objective 4:
 - Hypothetical case studies with multiple choice solutions, verified via group discussion and instructor feedback.

Post test (Required)

The completed **AAC Involvement Plan** serves as the performance-based posttest which will be verified using final checklist to ensure all the worksheets are completed. Check list will include:

1. Resources Worksheet: 2 AAC professional contacts
2. Customization worksheet: listing 3–5 vocabulary items, and at least 3 personal preferences from selection of 10 areas of preferences.
3. Actionable Step Worksheet 1: listing at least 1 cueing strategy with example
4. Actionable Step Worksheet 2: listing at least four functional, meaningful situations across home, therapy, or community where communication routines/daily functional communications will be practiced.

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9. Design Evaluation Chart

Goal / Step / Subordinate Skill	Performance Objective	Parallel Test Item / Interaction
Instructional Goal	Terminal Objective	Test Items
Given tools during the workshop, learners will generate an 'Involvement plan' to receive structured help from professionals.	Given tools during the workshop, learners will generate an 'Involvement plan' to receive structured help from professionals.	The summative for this workshop will be completion of the 'Involvement plan'.
Main Step in Instructional Goal	Objective	Test Items
1.Explain Fundamentals of AAC	1 – Given Workshop slides, and group discussion participants will Explain 3 key AAC concepts accurately.	Share at least 3 accurate AAC statements aloud in group discussion.

Subordinate skill	Objective	Test items
1.1 Distinguish AAC facts vs myths	1.1 – Given workshop slides and a list of AAC statements on a worksheet, participant will distinguish AAC facts from myths.	AAC Facts VS Myths- True or False Worksheet completed with at least 80% accuracy. Self-graded during instructor lead group review.
1.2 List why CP involvement is important	1.2 Given workshop slides, discussion prompts and real-world examples, participants will list reasons why CP involvement is important	List at least 2 accurate reasons verified in group discussion via instructor feedback.
Main Step in Instructional goal	Objective	Test item
2.0 List AAC Support Resource Criteria	2.0 – Given workshop slides, overview of ‘Resources: My Village’ worksheet, participants will verbally list 3 important professional resources for AAC.	There is no objective testing designed for this goal however, Participants will list 3 important professional resources in response to questions asked by presenter during review of the slide.
Subordinate skill	Objective	Test item
2.1 Document device representative’s contacts information	2.1 – Given device company website and demonstration by the instructor, participants will document the company representative’s contact information.	Fill in Device Rep/ AAC Solutions consultant contact fields in ‘Resources’ worksheet completely. Checked by presenter.
2.2 List AAC support groups	2.3 – given device website, examples of other online community resources and group discussions,	Fill in support group section of the ‘Resources’ Worksheet, listing 1-2 support groups, their links/ emails. Checked by presenter.

	participants will list 1-2 AAC support groups and their contact information.	
Main Step in Instructional Goal	Objective	Test items
3.0 List components of AAC Involvement plan	3.0 – Given an Involvement plan overview and examples of completed plans, participants will verbally list components of the involvement plan when asked by instructor during review of the overview of AAC involvement plan.	There is no objective testing designed for this goal however, Participants will list components of involvement plan in response to questions asked by presenter during review of the slide (Overview of Involvement plan). Additionally, presenter will ask participants to verify if their folder has all the required worksheets which will be used in the next steps to complete the 'Involvement plan'.
Subordinate skill	Objective	Test items.
3.1 List device personalization	3.1 – Given workshop slides about importance of customizations and examples of customizations, participants will generate a list of customizations.	Complete Customization Worksheet: listing 3-5 vocabulary items, and at least 3 personal preferences from selection of 10 areas of preferences.
3.2 List 1 cueing strategy	3.2 – Given Infographic of Dos and Don'ts of cueing strategies and group discussion.	Complete Actionable Step Worksheet Part 1: Listing at least 1 cueing strategy participant would like to work on.

3.3 List functional daily practice situations/ routines for using AAC device.	3.3 – Given examples of common communication routines through slides, participants will list daily-life situations where AAC practice can occur.	Complete Actionable Step Worksheet Part 2: Listing at least 4 functional, meaningful situations across home, therapy, or community where communication routines will be practiced with the device.
Main Step in Instructional Goal	Objective	Test items
4. Discuss AAC facts.	Given summary of workshop content in a video form, participants will discuss AAC facts	There is no objective test designed for this goal. Participants will discuss AAC facts and ask clarifying questions regarding everything that was covered in the workshop.
Subordinate step	Objective	Test items
4.1 Apply AAC facts	Given slides summarizing the presentation and a quiz, participants will apply AAC facts to hypothetical case scenarios with 80% accuracy	Complete the quiz consisting of hypothetical case studies with multiple choice solutions with 80% accuracy, verified by self-check and group discussion.

10. Instructional Strategy Alignment (3 Clusters)

Learning Component (Cluster Title)	Instructional Strategy Plan (ARCS-infused, elaborated)
Cluster 1: Apply Fundamentals of AAC	1. Given Workshop slides and group discussion, participants will Explain 3 key AAC concepts accurately in group discussion. 1.1 Applying knowledge from workshop slides, participants will distinguish AAC facts vs myths by completing true/false quiz. 1.2 Applying knowledge from workshop slides and group discussions, participants will provide at least 2 reasons why CP involvement is important. Content presentation: • Slides: 1-3: Presenter will introduce themselves, topic of AAC and do a quick round of introduction with participants using prompts: “Introduce yourself, your relationship with the person using AAC, where you are in the journey” This will add to the interactive component and yet keep the discussion objective and mindful of time. This will also provide informal data or ‘pretest’. • 1.1: Slides: Debunking AAC Myths: using animated slide components presenter will highlight AAC facts vs myths. After a quick interaction about the content, presenter will hand out True/false quiz and instruct participants that they have 5 minutes to complete quiz. • Example: “Using AAC device hinders progress in regaining verbal speech”. • Presenter will then go over each statement and provide correct response. Students will self-check. Student Participation: True or false quiz, group discussion and self-check.

Learning Component (Cluster Title)	Instructional Strategy Plan (ARCS-infused, elaborated)
	1.2: Slides: 7-9 Presenter will review clinical evidence informing participants why CP involvement is important and provide examples of role of CP. - Example: “In case of an interaction involving an individual who has complex communication needs and uses AAC, the success of the interaction will depend heavily on the interaction skills of communication partner” (Kent-Walsh & McNaughton, 2009) Student participation: provide 2 Examples of why CP involvement is important through presenter lead discussion. Learner participation & grouping: • Small-group worksheet round → Fact vs Myth T/F table • Verbal sharing round (optional) → 3 accurate AAC statements stated aloud
Cluster 2: Locate AAC Support Resources + Capture Contacts	Objectives clustered: 2.0, 2.1, 2.2 2.0 Content: Introduce the ‘Involvement plan’ by using a motivational quote on workshop slide. Distribute Involvement plan folders consisting of all the worksheets. Present a sample Involvement plan with all the complete worksheets to give a brief overview of the next steps in the workshop. Example: “A Goal Without a Plan is a Wish” – Antoine de Saint-Exupery. 2.1, 2.2: Referring to the first worksheet in the Folder named: “Resources/ My village” Presenter will introduce value of resources with the slide titled: “it takes a village”. • Presenter will then provide: A demonstration of navigation of manufacturer websites to find AAC consultant (2.1), demonstration of locating information on support groups (2.3).

Learning Component (Cluster Title)	Instructional Strategy Plan (ARCS-infused, elaborated)
	Examples: • www.tobiidynavox.com Student participation: Record/document on Resource Worksheet to fill out all its sections. Participation & grouping: • 10 minutes provided for participants to locate all the 3 pieces of information and for completing a Resource Worksheet. • Participate in group discussion and share support group information with class.
Cluster 3: Draft the AAC Involvement Plan	Objectives clustered: 3.0, 3.1, 3.2, 3.3 3.0 Content: Referring to the role of CP and importance of CP involvement from previous slides, Presenter will introduce next 3 Worksheets: Customization worksheet, Actionable Step Part 1 and Part 2. 3.1: Slides presentation highlighting value of customization through real life examples showing extent of customization. Example: Pete was known for using the term “Jack ass!” with his lifelong friend (Mark). To make the device his own, picture of his best friend Mark was added to the device. The audio output for Mark’s photo always said, “Mark, you Jackass!” Student Participation: Complete customization Worksheet with guidance from the presenter in 5-7 minutes listing 3-5 vocabulary items, and at least 3 personal preferences from selection of 10 areas of preferences. 3.2: Presenter will present Slides with infographic on Do and Don’ts of cueing. Then refer to Actionable Step Part 1 worksheet

Learning Component (Cluster Title)	Instructional Strategy Plan (ARCS-infused, elaborated)
	and ask participants to choose 1 strategy they wish to work on and fill it out in the worksheet. Example: Don't: rush them, complete the sentence or guess, or use the device for them. Do: allow user time to compose their thoughts and respond without interruption. "I will catch myself when I am interrupting him during our interactions at dinner time and provide him time to use his device." Student Participation: Completion of Actionable Step Part 1 worksheet listing at least 1 strategy they wish to work on. 3.3: Using slides the presenter will provide examples of diverse range of daily life situations where AAC device use can be practiced and encourage discussion. Then instruct participants to fill out Actionable Step Worksheet part 2. Student Participation: Complete Actionable Step Part 2 worksheet Listing at least 4 functional, meaningful situations across home, therapy, or community where communication routines will be practiced with the device. A quick group discussion will be conducted at the completion of all 3 worksheets. The Presenter will encourage participants to share examples from the three worksheets if they feel comfortable doing so.
Cluster 4: Apply AAC Facts.	- Objectives clustered: 4.0, 4.1 + post-test artifact Content presentation: Present quick summary of Workshop contents. Instruct participants to complete quiz with hypothetical scenarios. - Example: Mario's mother has begun Speech therapy to learn how to use AAC following a stroke which has left her with limited use of speech. She can use few rote words to communicate daily needs but is not able to express thoughts,

Learning Component (Cluster Title)	Instructional Strategy Plan (ARCS-infused, elaborated)
	feelings, ideas. Mario is not sure about AAC and asked you for advice in a support group” (Choose: A. Tell him, she does not need the device because she is not completely non-verbal. B. Tell him use of device will make it harder for her to regain verbal speech. (C) Encourage him to practice using AAC device with his mom because the use of AAC helps in spontaneous verbal speech. (D) Encourage him to practice AAC with his mom because there is a gap between what she wants to express and what she can express. (E). choose option C& D. • Review the quiz in form of group discussion at the end of module. 4.1: The presenter introduces final check list. The presenter goes over Each participants checklist after ensuring completion of all worksheets in the involvement plan folder. Ends with a word of encouragement and a reminder that “things don’t have to be perfect”. Participants walk out with a concrete plan in their hand and feel encouraged to be involved in AAC use for their loved one. They feel confident in knowing who to contact and how to gain most from their interactions with AAC professionals.

11. Implementation Plan:

For my pilot test I plan to invite two of my friends/colleagues (fellow SLPs) to my home on a weekend (when kids are out for activities with dad) and use the media room for presentations.

Both the colleagues have experience of working with AAC with adults and can empathize with participants (communication partners of adults learning to use AAC) and thus they can role-play very well with insight and experience.

12. Evaluation Plan:

After the presentation I will conduct a focus group discussion and record data on printed questionnaires. I will use the feedback to implement changes to improve learner experience and outcome.

Questionnaire:

1. What are your thoughts about the training helping communication partners become better equipped for involvement in AAC journey for their loved ones? In other words, did the training work towards meeting the objectives?
2. What are your thoughts on the time given for each task and time spent on various components?
3. What are some things you would include or exclude?
4. What are your thoughts about scenarios-based quiz and true or false quiz?
5. Is there any other objective testing that could be included?

Additionally, the scores of True/false and the final quiz will also generate data on learning outcome.