
Prepared for: Client – On task-On time: Managing adult ADHD

Document: High-level design document for web-based courseware development

Version: 1.0

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Section 1: Project overview

General approach

CLIENT has developed an initial outline of the On task-On time: Managing adult ADHD training. The primary objective of this project is to transition the outline to high quality, effective web-based training piece by applying instructional design principles, greater utilization of multimedia content and interactive exercises.

The general approach that COMPANY will use is as follows:

1. Analysis phase (High level design document)

COMPANY instructional designers will perform a complete review of the existing materials to evaluate instructional quality and completeness.

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|---|--|--|
| <ul style="list-style-type: none">• Confirm the breakdown<ul style="list-style-type: none">□ Course□ Lesson□ Topics• Define lesson objectives• Adjust flowchart as needed | <ul style="list-style-type: none">• Create the lesson outline:<ul style="list-style-type: none">□ Corresponding topics to content□ Objectives□ Assessment□ Interaction examples□ Identify needed content | <ul style="list-style-type: none">• Review and chunk provided content• Develop summary of questions for SME<ul style="list-style-type: none">□ Clarifications□ Needs□ Materials• Estimate design phase time requirements |
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2. Design phase

After the existing materials have been reviewed and the learning objectives understood, COMPANY Instructional Designers will redesign the training content to improve its effectiveness. In general, this includes:

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|--|---|---|
| <ul style="list-style-type: none">• Scenarios• Storyboards and treatments• Scripting• Incorporating formative assessments | <ul style="list-style-type: none">• Open source break out activities• Graphic recommendations• Photograph recommendations• Interactive exercise design | <ul style="list-style-type: none">• Simulation design• Lesson development• Resource recommendations |
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3. Development phase

After the design is complete, production will begin which includes the development of all of the multimedia assets and integration into the user interface. The process will include the following tasks:

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|---|--|---|
| <ul style="list-style-type: none">• Interface design• Prototype development• Media identification and selection | <ul style="list-style-type: none">• Recording professional narration• Application simulations• Interactive formative assessments | <ul style="list-style-type: none">• Developing interactive hotspots• Linking to break out activities |
|---|--|---|

- Assemble/ creation of simple graphics
- SCORM compliant authoring screens

Section 2: High-level overview

Course description

The CLIENT On task-On time: Managing adult ADHD training lesson is estimated to be approximately 75-80 minutes long. The courseware will include the use of interactive scenario simulations, white board animations, still animations, 3rd party application tools, links to “freeware” tutorials and audio voice-overs.

Purpose

Most jobs have areas where a person with ADHD could use some strategic help to improve performance. Although there really are no "typical" ADHD jobs, some careers tend to be more of a challenge. People often "fall" into career paths that they may not have anticipated, and although they are struggling, there may not be a good way out into a more suitable position for them. It may be that for some workers, they would not be able to get suitable references or transitional support because they ARE struggling. The overall purpose is to provide an internet-based modular tool kit designed to support Employee Assistance Program (EAP) therapists in the management of adult ADHD (Attention Deficit/Hyperactivity Disorder) symptoms.

Goal

Some jobs seem to noticeably illustrate the negative effects of ADHD on performance more than others. These occupations further exemplify how a person may be in need of specific help. Often work tasks can be approached in ways that minimize the negative effects of ADHD. It is our goal to introduce strategies to make those difficult aspects of the job more manageable.

Program scope

The CLIENT On Task-On Time: Managing Adult ADHD training modules explore time and task management techniques that may help learners improve productivity and performance. The program is not intended to make it possible for participants to change careers back to something that wasn't working before. The techniques in the program may help learners manage challenging aspects of their current job.

Audience

The typical learner profile is one who possesses ADD/ADHD symptoms in the workforce. Associations and clients interested in the implementation of the program will be EAP groups and possibly university FASAPs (Faculty and Staff Assistance Programs), but the actual users will be the employees and/or students. The typical age range of participants will be in line with that of college age students (20 years) to the median age of the workforce (40 years). Males pre-dominate women by 60 percent. A multi-sensory approach with engaging instruction will be administered to assist learners as they navigate through time and task management skills.

Therapeutic approach

A two part empirically validated therapeutic approach will be used to extinguish negative cognitions and strengthen desired behaviors.

Extinguish negative cognitions	Strengthen desired behaviors
Cognitive behavioral treatment protocols address negative cognitions and emotions that exacerbate: • Task avoidance • Negative affect • Lack of motivation	Skill-building and assessment components will compensate for ADHD symptom impact by addressing: • Organizational skills • Time management

Source: Cognitive-Behavioral Therapy for Adult ADHD - Targeting Executive Dysfunction" by Mary V. Solanto (The Guilford Press, 2011)

Lesson breakdown

CLIENT has stated that there are to be four units developed as part of this project scope. The units have been described as follows:

Unit 1: Prioritizing tasks. The course is estimated to be 15 minutes long and will include the use of scenarios, formative assessments, basic graphics, simulations, interactive exercises, and audio voice-over. The overall purpose is to provide learners with the skills, tools and resources to more effectively prioritize tasks.

Unit 2: Managing large tasks. The course is estimated to be 15 minutes long and will include the use of scenarios, formative assessments, basic graphics, simulations, interactive exercises, and audio voice-over. The overall purpose is to provide learners with the skills, tools and resources to more effectively manage large tasks.

Unit 3: Scheduling activities. The course is estimated to be 20 minutes long and will include the use of scenarios, formative assessments, basic graphics, simulations, interactive exercises and audio voice-over. The overall purpose is to provide learners with the skills, tools and resources to more effectively schedule activities.

Unit 4: Staying on task. The course is estimated to be 15 minutes long and will include the use of scenarios, formative assessments, basic graphics, simulations, interactive exercises and audio voice-over. The overall purpose is to provide learners with the skills, tools and resources to more effectively stay on task.

Assessments

The CLIENT On task-On time: Managing adult ADHD training lesson will have pre and post scored assessments. The assessments and will be loaded into a Learning Management System (LMS) for delivery and tracking. They will also be designed with SCORM compliance for LMS delivery and ideally be mobile-compatible for most consumer tablets. Survey questions, such as standard battery of ADHD, anxiety, and depression measures will be administered in the pre- and post-program. Self-efficacy, knowledge, and user satisfaction assessments will be tailored to the content as it develops. Formative assessments are designed for interactive learning and will be placed in the first section of each unit. Formative questions will not be scored.

Section 3: Technical approach

CLIENT has four primary technical requests for this courseware:

1. SCORM compliance for LMS delivery
2. Delivery to desktop devices (Flash)
3. Mobile learning (HTML5)
4. Integrated third-party web applications

E-learning authoring tools such as Adobe Captivate will be selected for the purposes of wrapping SCORM 1.2 compliant courseware within the Inquisiq R3 LMS. Asynchronous desktop design and delivery is considered a standard request and the design and development of this courseware will be estimated for such. Note that designing a project for a mobile device requires some trade-offs; while it allows a broader range of delivery methods, it restricts the interactive possibilities (as HTML5 is still an immature specification).

COMPANY will investigate the options for integrating third-party web applications, such as YouTube and Google Calendar. YouTube-based videos will likely pose a minor challenge for desktop and mobile delivery. However, full web-based applications like Google Calendar may

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not be possible to fully integrate. Flash output, for example, does not allow a method to 'iframe' live web content. COMPANY will research the possibilities and deliver a recommended strategy for actual integration or for simulated exercises and external links.

Section 4: High-level learning objectives

The terminal learning objectives listed below serve as “benchmark behaviors” for the *On time-On task: Managing adult ADHD*. Each objective will be linked to discreet lesson-level enabling learning objectives that in turn translate into measurable behaviors. These objectives will be reinforced throughout the course.

Upon completion of the course, the learner will be able to:	
Terminal objective:	Enabling objectives:
	Unit 1: Prioritizing tasks
Prioritize tasks in order to more effectively tackle assignments	• List distracting activities that hinder task productivity • Group tasks by similarity and length of time • Identify open source task priority tools • Order activities by urgency and importance
	Unit 2: Managing large tasks
Disseminate large tasks so they are easier to tackle	• Judge the merit task of analysis as a means to circumvent procrastination • Divide tasks into smaller, more manageable steps • Recall 3rd party calendar application solutions • Administer subtasks with due dates
	Unit 3: Scheduling
Schedule tasks and appointments to further punctuality readiness	• Relate the conditions of time awareness • Calculate appropriate preparation times • Locate calendar reminders and repeating events options • Block out repeating events as unavailable time slots
	Unit 4: Staying on task
Complete tasks by implementing focusing strategies	• Recognize sidetracks and distractions • Identify techniques that increase productivity • List hourly chime apps for mobile and the desktop • Set chime intervals to permit prolonged work prolificacy

Lesson Outline

The following lesson outline provides content references for each associated objective. In addition, the outline introduces a treatment/tool column to propose interactive exercises, multimedia assets, and possible conceptual screen designs. The learning (scenario/techniques/tools/practice) portion of each topic should require no more than 15 minutes. Applying to one's real-life calendar/tasks should take about 5 minutes, with return visits to update each day also about 5 minutes for 3-4 days to reinforce the habits. Each content task has a source column for content references and a request column. The requests columns are for notes to CLIENT for additional sourcing or clarification. Developer notes can be place in this section as well.

Section 5: Recommendations

Four Power Points and a flowchart have been provided with a general lesson outline, so the content below outlines all references. The purpose of this process is to identify possible reorganization, define objectives, develop assessments, and develop a more engaging SCORM-compliant presentation.

1. Finalize the course name
 - Course title: On task on time: Managing adult ADHD
 - Lesson title: Time and task management
2. Include a brief: *How to use this course* in the beginning of the course
3. Build each unit emphasizing four key areas as follows:
 - Questions to think about
 - Techniques that help
 - Tools to use
 - Time to practice
4. In *Staying on task*, recommend that several app options are provided for learners that may not have smart phones (like desktop).
5. Recommend changing the name from *Staying on task* to *Staying focused* as the name might be confused with Managing Large Tasks as the same topic.
6. Recommend Google Docs rather than download the pdf. A simulation can be created so that the learner can learn how to make their own copy of it.
7. The white board animation covering was a request of the client; it is recommended to include the “comic book” style and light humor throughout to compliment the white board animation. A way to reduce cost would be to use stock photography instead of animations all together. However, it is the opinion of the instructional designer that the white board animation would be far more engaging.
8. Costs may be reduced if more open source “free-ware” tutorials are located and relevant to the sections earmarked for simulations.
9. It is recommended to use still photos in the techniques that count section from stock photography.

Section 6: Lesson components

Course: Managing adult ADHD	Company: CLIENT	Lesson: Time and task management	Project Role: Angela Rupert, ID Erik Lord, Project Manager
Objective 1 Prioritize tasks in order to more effectively tackle assignments	Objective 2 Disseminate large tasks so they are easier to tackle	Objective 3 Schedule tasks and appointments to further punctuality readiness	Objective 4 Complete tasks by implementing focusing strategies

Lesson intro: Time and task management

Topic 1: Prioritizing tasks		Topic 2: Managing large tasks	Topic 3: Scheduling tasks	Topic 4: Staying on task	
Time	Content			Unit Time:	5 Min
1 min	Intro:		Treatment/Tool	Source	Requests
	Course intro		Prezi simulation of a comic book illustration with a consistent narrator character and voice over narration throughout	Graphic Artist	
1 min	Course overview		Treatment/Tool	Source	Requests
	Expectations and activities		Text with graphic	Graphic Artist	
2 min	Directions		Treatment/Tool	Source	Requests
	LMS walkthrough		Screen shot LMS reminders	COMPANY Developer	

	Student Contact Information	LMS Registration simulation		
1 min	Intro topics	Treatment/Tool	Source	Requests
	Today you will meet four people's lives that are touched by ADHD. You will witness a chance encounter, snapshot of time where their life paths cross each other. <i>(Some scenario description here of the characters as the narrator sketches)</i>	Whiteboard animation video scribing with voice narration	Graphic Artist	
	Menu page Pick whatever character appeals to you the most to get started. After you have finished come back and meet the others.	Nonlinear graphic menu with roll over descriptions of the characters	Graphic Artist COMPANY Developer	Requested from CLIENT
	Prioritizing tasks Meet Tyrone	Menu items	Graphic Artist COMPANY Developer	
	Managing large tasks Meet Jack			
	Scheduling Meet Erika			
	Staying on task Meet Ethan			
	Skip to apps (Menu item for each unit so learners can come back to their apps after going through the tutorials)	App menu		Need links
Need time	Pre test	LMS	Assessments	Specify assessment questions

Unit 1: Prioritizing tasks

Enabling objective 1: List distracting activities that hinder task productivity		Enabling objective 2: Group tasks by similarity and length of time	Enabling objective 3: Identify open source task priority tools	Enabling objective 4: Order activities by urgency and importance	
Time	Content			Unit Time:	15 Min
1 min	Sub-menu		Treatment/Tool	Source	Requests
	Examples Techniques Tools My App		Sub-menu (If this is your first time here click on the examples button)	COMPANY Developer	
3 min	Module 1: Think about it		Treatment/Tool	Source	Requests
	Why this is important? Strategies and tools can help order high priority tasks ahead of the less important ones.		Comic book illustration still shot with narrator character and voice over	Graphic Artist COMPANY Developer	
	Scenario Tyrone is a 20 year old engineering major. He works part time as a pizza delivery driver.		Prezi simulation of a comic book illustration follows scenario with voice over animation	Graphic Artist COMPANY Developer	
	Choice A: Visit Tyrone at his pizza job Choice B: Visit Tyrone at his engineering class		Scenario Branching	Graphic Artist COMPANY Developer	
	Choice A: Tyrone delivers pizza to Jack <i>(Stories will lead the learner to be able to continue with Prioritize tasks or they can branch to Managing large tasks as the characters strike up a conversation)</i>		Scenario Branching	Graphic Artist COMPANY Developer	
	Choice B: Tyrone talks to his professor Ethan		Scenario Branching	Graphic Artist	

	<i>(Learner can continue to Prioritize tasks or Staying on task)</i>		COMPANY Developer	
	Questions to think about	Scenario examples and Interactive formative questions (non-scoring)	Assessments	Specify assessment questions
3 min	Module 2: Techniques that help	Treatment/Tool	Source	Requests
	Proven techniques	Photos fade in and out Voice over animation	COMPANY Developer	Book pages associated with each
	Urgency/deadlines			
	Importance			
	Efficiency			
	Satisfaction			
4 min	Module 3: Tools to use	Treatment/Tool	Source	Requests
	Tools to use	Text with narration	COMPANY Developer	
	Google Tasks	Screen shots, text, tutorial link	Tutorial	
	Google Lists		Tutorial	Need link
	Google Tasks – Priority		Tutorial	
	Transition	Text with narration	COMPANY Developer	
3 min	Application: Time to practice	Treatment/Tool	Source	Requests
	Task priority	Link to app	App	Need link
	Example task priority list	Simulation	COMPANY Simul	
	Task priority app	Link to app	App	Need link

	Where does the time go? Tyrone delivers another pizza, this time to Erika.	Branch to Erika or back to main menu (via conclusion slide)	Graphic Artist COMPANY Developer	
1 min	Conclusion	Treatment/Tool	Source	Requests
	Congratulations!	Text, photo, voice over narration	COMPANY Developer	

Unit 2: Managing Large Tasks

Enabling objective 1: Judge the merit task of analysis as a means to circumvent procrastination		Enabling objective 2: Divide tasks into smaller, more manageable steps	Enabling objective 3: Recall 3 rd party calendar application solutions	Enabling objective 4: Administer subtasks with due dates	
Time	Content			Unit Time:	15 Min
1 min	Sub-menu		Treatment/Tool	Source	Requests
	Examples Techniques Tools My App		Sub-menu (If this is your first time here click on the examples button)	COMPANY Developer	
3 min	Module 1: Think About It		Treatment/Tool	Source	Requests
	Breaking down tasks: Why this is important		Comic book illustration still shot with narrator character and voice over	Graphic Artist COMPANY Developer	
	Scenario Jack is a 46 year old hospitality manager. Six months ago, due to cutbacks, they laid off his administrative assistant, Rita.		Prezi simulation of a comic book illustration follows scenario with voice over animation	Graphic Artist COMPANY Developer	
	Choice A: Choice B:		Scenario branching	Graphic Artist COMPANY	

			Developer	
	Questions to think about	Scenario examples and Interactive formative questions (non-scoring)	Assessments	Specify assessment questions
3 min	Module 2: Techniques that help	Treatment/Tool	Source	Requests
	Techniques that help	Photos fade in and out Voice over animation	COMPANY Developer	Book pages associated with each
	Reward yourself			
	Partner with someone			
4 min	Module 3: Tools to use			
	Sub tasks	Simulation	COMPANY Developer	
	Due dates			
	Google Calendar – Invitations	Tutorial	Tutorial	Need link
	Block out time for specific tasks	Simulation	COMPANY Simulation	
	Transition	Text with voice over narration	Text	
3 min	Application: Time to practice	Treatment/Tool	Source	Requests
	Breaking down large tasks	App link	COMPANY Developer App	Need link
	Reward time	Simulation	COMPANY Developer App	Need link
	Choose your reward	App link	COMPANY Developer App	Need link
	Working together	Tutorial link	COMPANY Developer App	Need link

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	Team work	Scenario branching	Graphic Artist COMPANY Developer	
1 min	Conclusion:	Treatment/Tool	Source	Requests
	Congratulations!	Text, photo, voice over narration		

Unit 3: Scheduling

Enabling objective 1: Relate the conditions of time awareness		Enabling objective 2: Calculate appropriate preparation times	Enabling objective 3: Locate calendar reminders and repeating events options	Enabling objective 4: Block out repeating events as unavailable time slots	
Time	Content			Unit Time:	20 Min
1 min	Sub-menu		Treatment/Tool	Source	Requests
	Examples Techniques Tools My App		Sub-menu (If this is your first time here click on the examples button)	COMPANY Developer	
3 min	Module 1: Think about it		Treatment/Tool	Source	Requests
	Scheduling: Why this is important		Comic book illustration still shot with narrator character and voice over	Graphic Artist COMPANY Developer	
	Scenario: Erika is a 28 year-old single mom. Erika often reports difficulty with focused attention, time management, planning and organization.		Prezi Simulation of a Comic Book Illustration follows scenario with voice over animation	Graphic Artist COMPANY Developer	
	Choice A: Choice B:		Scenario branching	Graphic Artist COMPANY Developer	
	Questions to think about		Scenario examples and interactive formative questions (non-scoring)	Assessments	Specify assessment questions
3 min	Module 2: Techniques that help		Treatment/Tool	Source	Requests
	Several techniques		Photos fade in and out	COMPANY	Book pages

	Improve your time awareness	Voice over animation	Developer Stock Photos	associated with each
	Write it down right away			
	Consult your calendar	Screenshot, text, voice over narration	COMPANY Developer	
	Revolving tasks			
	Energy match	Simple matching game	COMPANY Developer	
4 min	Module 3: Tools to Use	Treatment/Tool	Source	Requests
	Google Calendar	Text, tutorial link	Tutorial	
	Google Calendar – Repeating events		Tutorial	Need link
	Google Calendar – Reminders		Tutorial	
	Transition	Text	COMPANY Developer	
8 min	Application: Time to practice	Treatment/Tool	Source	Requests
	Increasing time awareness	Simulation Downloadable pdf	Time chart from Solanto, p. 108	See questions
	Default reminder	Tutorial link	Tutorial	Need link
	Set default reminder to time specifications	Link to personal Google Calendar	App	Need link
	Where does the time go?	Simulation Downloadable pdf	pdf from Solanto, p. 109	See questions
	Setting repeating events	Tutorial link	Tutorial	Need link
	Where does the time go?	Scenario branching	Graphic Artist COMPANY Developer	

1 min	Conclusion	Treatment/Tool	Source	Requests
	Congratulations!	Text, photo, voice over narration	COMPANY Developer Stock Photos	

Unit 4: Staying on Task

Enabling objective 1: Recognize sidetracks and distractions		Enabling objective 2: Identify techniques that increase productivity	Enabling objective 3: List hourly chime apps for mobile and the desktop	Enabling objective 4: Set chime intervals to permit prolonged work prolificacy	
Time	Content			Unit Time:	15 Min
1 min	Sub-menu		Treatment/Tool	Source	Requests
	Examples Techniques Tools My App		Sub-menu (If this is your first time here click on the examples button)	COMPANY Developer	
3 min	Module 1: Think about it		Treatment/Tool	Source	Requests
	Staying on Task: Why this is important		Comic book illustration still shot with narrator character and voice over	Graphic Artist COMPANY Developer	
	Scenario Ethan is a 34 year-old unmarried male in a relationship. He is a water resources engineer and enjoys the detailed challenge of his job but often gets fixated on single tasks and misses deadlines.		Prezi simulation of a comic book illustration follows scenario with voice over animation	Graphic Artist COMPANY Developer	
	Choice A: Choice B:		Scenario Branching	Graphic Artist COMPANY Developer	

	Questions to think about	Scenario Examples and Interactive formative questions (non-scoring)	Assessments	Specify assessment questions
3 min	Module 2: Techniques that help	Treatment/Tool	Source	Requests
	Techniques that help	Photos fade in and out Voice over animation	COMPANY Developer Stock Photos	Book pages associated with each
4 min	Module 3: Tools to use	Treatment/Tool	Source	Requests
	Smart Phone Hourly Chime	Menu choices	Caynax hourly chime app or Chime O'Clock for iPhone –	Need links
	Hourly Chime (Android OS)	Tutorial link	Tutorial	Need link
	Hourly Chime (Mac OS)	Tutorial link	Tutorial	Need link
	Transition	Text, voice over narration	COMPANY Developer	
3 min	Application: Time to practice	Treatment/Tool	Source	Requests
	Using your hourly chime	App link	App	Need link
	How did that work?	Scenario branching	Graphic Artist COMPANY Developer	
1 min	Conclusion	Treatment/Tool	Source	Requests
	Congratulations!	Text, photo, voice over narration	COMPANY Developer	

Lesson Conclusion: Time and task management

Topic 1: Prioritizing tasks		Topic 2: Managing large tasks	Topic 3: Scheduling tasks	Topic 4: Staying on task	
Time	Content			Unit time:	5 Min
5 min	Intro		Treatment/Tool	Source	Requests
	Topic 1 review		Screen shots, text voice over narration, repeat of some graphics from intro	COMPANY Developer	
	Topic 2 review				
	Topic 3 review				
	Topic 4 review				
	Conclusion				
Need time	Feedback form		LMS	Assessments	Specify assessment questions
Need time	Post test		LMS	Assessments	Specify assessment questions
	Resources		Text		Need resources
	References				Need references

Questions

1. How you would like to specifically incorporate the assessments, within the lesson, the course or the LMS?
2. What is the purpose of the assessments? How will you be using the data?
3. Would you like any type of third party collaborative learning, forums or blogging?
4. What kind of resources would you like to include?
5. How do you feel about using a Google doc in Unit 3 instead of a downloadable pdf? (We would need link for tutorial or build a simulation).

6. In Staying on Task, would you like to provide desktop chime for learners that may not have smart phones?
7. Would you like to include a few options for “Freeware” apps besides Google? If yes, need links.
8. Please look at the simulations sections, are there links to tutorials that you would like to use instead?

Needed Assets

Identification of subject areas where we may need additional information and assets: we have roughly 70% of the necessary content. The areas we still need the majority of the content for are for links to the tutorials and specific page references to the book in the techniques that help section. We need that content by 11/28 to complete properly complete the detailed design phase (2) on time.