INTENSIFYING COMMUNICATION

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Group presentation - Develop an Individual Education Plan (IEP)

2014/15
Students chose one of the two cases to plan objectives for a student with special education needs

Information given to students – written description:
Amy is a 6-year-old girl attending your class, P.1, in a mainstream school who has been diagnosed with specific learning difficulties recently.

Family background......

Prior school experience......

Current Schooling......
After 2015

Visual and digital information - 4 cases from videos
Presentation to class
(example from one of the group presentations)

Background
- **Attention Deficit**
  - Forget to bring homework
  - Unable to sustain concentration during lesson and revision
  - Difficulty in time management
  - Easily distracted by extraneous stimulus
- **Hyperactivity**
  - Fidgeting
  - Shout at others
  - Storm out of the classroom
  - Flipping books rapidly

**Justification of the Objectives**
- Monitor month-by-month gradual improvement to attention
- Consider the psychological needs of Ken
  - Give autonomy via self-monitoring
  - Mindful of student’s self-esteem within the class
- Adopt measurable goals
  - Qualitative
    - E.g. Score for notes (1: fair / 2: satisfactory / 3: excellent)
  - Quantitative
    - E.g. Frequency of late homework submission

**Strategies and Resources Cont.**
- **Homework Help**
  - Weekly assignment and homework checklist will be sent home with student at the beginning of the week (due dates must be clear)
  - Extra set of books may be lent to student to keep at home
  - Large projects and assignments can be broken down and spaced out into smaller parts
  - Practice color coordinating notes
    - Green- main ideas
    - Yellow- supporting ideas
    - Red- examples
    - Blue- questions/ needs clarification

**Real life examples**
**Detailed analysis with evidence**
**Discussion and realistic planning**
**Application**
TEACHER’S FEEDBACK

Strengths of the IEP presentation:

• Excellent analysis of the student’s learning problems. Clear differentiation of his attention / hyperactivity characteristics.
• Clear objective set in relation to the student’s learning problems and sound rationale.
• Homework submission and handling in notes are both very clever ways to measure the student’s attention quantitatively and qualitatively. By encouraging him to take notes in class, it also helps his learning, brilliant idea!
• A good wide range of strategies suggested to help the students including physical environment changes, notes taking, offering of a break when needed, and allowance of extra time.
• **Have considered in details the steps of actual implementation and how to maintain his self-esteem, e.g. the student can put the water bottle on the table to indicate he needs a break. This is impressive!
• Excellent response to questions raised from classmates
• Fluent and effective presentation
• Excellent team work

Areas of improvement:

• Consider having the student to put notes in different sections as student with ADHD usually requires help in organizing their work. It will also help the teacher to give feedback for the student to make improvement.
CLASSMATES’ FEEDBACK:

• Green, yellow, red, blue, progressive way
• Both AD and HD – why focus on attention? Why attention > HD?
• Progressive objectives set – gradual improvement
• Quantitative evaluation
• Handing in notes – is quality of the work important?
• He was found cheating in the video – note-taking = copying from others?
• Designated signal – what if abuse of this?
• Step by step strategies
• Colour coding
• Fluent presentation
• Division of labour
• Understands that his improvement in a gradual process not an instant process
• Strategies broken down in months, time frames
• Qualitative – turning notes in, will it make him just focused on taking notes? Notes does not equate to learning
• Time management could be better
• May be blocking the screen