

## Sample of Individual Education Plan: Hearing Impairment

Name of student:	Chan Siu-ming (pseudonym)
Age:	14
Class:	S2C
SEN:	Moderately-severe Hearing Impairment
Date of meeting:	14/9/20xx
Date of Implementation:	20/9/20xx to 17/12/20xx (about 3 months)
<b>Background information</b>	
Strengths & Hobbies:	<ul style="list-style-type: none"><li>• Good at observation &amp; imitation</li><li>• Loves running and enjoys racing, has won lots of award in the past</li></ul>
Weaknesses:	<ul style="list-style-type: none"><li>• Does not accept his HI and declines to use hearing aids</li><li>• Low language ability, poor academic performance in Chinese Language and English Language, unable to comprehend subject contents in class nor complete homework at home, and thus the overall academic level is seriously backward</li><li>• Dislikes reading</li><li>• Lack of self-confidence, seldom talks with classmates as he is frightened to be teased of his HI and defective articulation</li></ul>



After discussion among the school personnel, specialist, parents and the student, the plan is formulated as follows:

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / progress
			School	Parents			
Use of residual hearing	Able to consciously use hearing aids daily	<ul style="list-style-type: none"> <li>- To help Siu-ming understand the difficulties and influence arising from his hearing impairment;</li> <li>- To raise the motivation of Siu-ming on using hearing aids;</li> <li>- To encourage Siu-ming to use hearing aids by creating an inclusive and accepting environment</li> </ul>	<ol style="list-style-type: none"> <li>1. To provide individual counseling to assist Siu-ming to understand the difficulties and impact arising from HI; to help him have a better understanding on the use of hearing aids, such as the difficulties and misconceptions; and to help him accept his hearing impairment. At the same time, he can understand that everybody is unique and has his/her own difficulties and needs, we should accept each other and respect diversity.</li> <li>2. To invite Siu-ming and his friends to participate in simple communication games to let him understand his listening and communication difficulties during the process so as to motivate him to use the hearing aids. Meanwhile, his friends will encourage Siu-ming to use hearing</li> </ol>	To remind Siu-ming to check and bring along the hearing aids to school every day.	Class Teacher, School Social Worker and RT of ESS	Able to use hearing aids in Chinese and English lessons for at least 3 days a week (for at least 3 hours a day).	

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			<p>aids during the games and later on, they will suggest him to use the hearing aids in the classroom.</p> <p>3. To follow up the conditions and effectiveness of Siu-ming's use of hearing aids in class and render positive reinforcement and recognition whenever appropriate.</p> <p>4. To develop a reward scheme to motivate Siu-ming to use hearing aids in class. To let Siu-ming use the hearing aids in the language lessons first so as to let him understand and reassure him that the hearing aids can help him learn better. Positive reinforcement will be provided for continual use of hearing aids in Chinese and English lessons for 3 days or more (for at least 3 hours a day).</p> <p>5. To conduct a "Deaf Awareness Program" in class upon Siu-ming's consent. The Learning</p>				

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			<p>Package – “Parenting - The Silent Shower” is used to facilitate the classmates to understand HI, so as to accept and support Siu-ming.</p> <p>6. To mobilize Siu-ming’s peers to encourage him to use hearing aids in lessons regularly.</p> <p>7. The resource teacher (RT) of the Enhanced Support Service (ESS) for Students with Hearing Impairment contacts the class teacher and/or school social worker regularly to understand the psychosocial needs of Siu-ming and provides appropriate counselling and support.</p>				
Learning	To comprehend the lesson content in the subjects of English and Chinese	To complete pre-learning task and homework	<p>1. To arrange Siu-ming with small class teaching in Chinese and English Languages as well as providing curriculum and homework accommodations.</p> <p>2. To provide pre-learning materials and assist Siu-ming in completing them before lessons.</p>	<p>- To set a schedule on pre-learning tasks and homework with Siu-ming</p> <p>- To encourage Siu-ming to</p>	Chinese, and English Language teachers, TA, RT of ESS	To complete at least 60% of the pre-learning tasks and homework and attend ESS punctually.	

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			<p>3. To find out the content/concepts that Siu-ming cannot grasp in class and provide individual guidance.</p> <p>4. To follow up on Siu-ming's learning problems by the teaching assistant (TA) and to encourage Siu-ming to seek help whenever he encounters difficulties in learning.</p> <p>5. RT of ESS maintain frequent communication with the English and Chinese Language teachers to share effective teaching strategies and together help Siu-ming master these essential learning strategies.</p> <p>6. To praise Siu-ming orally or in written format and to recognise his academic progress in connection to the use of hearing aids so that he will continue to implement the IEP measures.</p>	attend ESS			

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	To cultivate reading habits	To write up 2 book reports every school term	<ol style="list-style-type: none"> <li>To establish a reading award program to develop Siu-ming's interest in reading. The TA helps him choose one Chinese and one English books from a recommended book list. He reads the books at home for 15 minutes a day and his reading record will be kept by his parents. A gift will be given as reward for accomplishing the 15-minute reading for 5 days and a bigger reward will be granted when he can accumulate the 5-day reading for three times</li> <li>To follow up Siu-ming's reading progress, find out his difficulties in reading and then help him complete the book reports.</li> </ol>	To observe and record	Chinese Language and English Language Teachers, TA	To continue reading for at least 30 days and to complete one book report.	
Social and Communication	To build up self-confidence	To attend track and field training and take up some duties so as to build up his self-confidence	To receive track and field sport training and take up some duties in the school's sport team so as to stretch his potentials and build up his self-confidence.	- To encourage Siu-ming to attend the training and take up assigned duties	PE Teacher	To attend training and accomplish over 70% of the assigned duties.	

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	To enhance social skills and build up friendship with classmates	To build up peer relationship by attending group activities or exchange camps arranged by the School Social Worker	1. To provide social skills training to improve Siu-ming's interpersonal skills. To encourage Siu-ming to attend group activities or exchange camps together with friends he invites himself for practising his learned social skills and building up better peer relationship.  2. To use the Resource Package on "Communication Enhancement Strategies for Students with Hearing Impairment" to raise schoolmates' awareness on the difficulties encountered by students with HI and to teach them necessary communication skills.	- To encourage Siu-ming to attend all activities arranged by the School Social Worker	School Social Worker	Able to invite friends to attend activities together at least once a month.	



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		To receive school-based speech therapy service	1. To arrange school-based speech therapy service for correcting Siu-ming's mis-articulation and improving his receptive and expressive language abilities so as to improve his overall communication skills. 2. Based on the reading award program, the teaching assistant uses the story grammar to help Siu-ming organize the speech content for enhancing his expressive skills and articulation.	- To encourage Siu-ming to attend training and practise	SENCO, TA	To attend over 90% of training activities punctually.	
Assessment accommodation: Siu-ming is required to attend all tests and examinations in school, including the listening parts of the subjects of Chinese, English and Putonghua. However, his marks gained in the listening parts will be exempted and will not affect the assessed result of the above subjects.							

**Participants:**

Special Educational Needs Coordinator: Ms Ho

Teachers: Miss Au (Class Teacher), Mr Cheung (English Teacher), TA, Mr Lee (PE Teacher)

Educational Psychologist: Ms Lam

School Social Worker: Ms Wan

School-based Speech Therapist: Ms Leung

RT of ESS: Ms Wong

Parents/Student: Chan Siu-ming and his parents