

Sample of Individual Education Plan: Speech and Language Impairment

Name of student:	Cheung Tai-wai (pseudonym)
Age:	15 years old
Class:	S. 3A
SEN:	Severe Speech and Language Impairment (Language & Fluency)
Date of meeting:	11/9/20xx
Date of Implementation:	17/9/20xx to 14/12/20xx (3 months)
Background information	
Strengths & Hobbies:	<ul style="list-style-type: none"> ◆ Has good family support, with a mother being a full-time housewife who can cooperate with the school in teaching him, and also an elder sister who is studying in senior secondary school and with whom he has good relationship ◆ Attentive in class, willing to follow teachers' instruction ◆ Likes music, and is a member of the school orchestra ◆ Especially interested in Mathematics and Science subjects ◆ Academic performance: <ul style="list-style-type: none"> i. Mathematics: excellent grades, often ranked top 10 in his form ii. Integrated Humanities: grades above average, able to retrieve main points from information to answer questions
Weaknesses:	<ul style="list-style-type: none"> ◆ Introvert, does not like to talk to others, usually stays alone reading books during recess ◆ Rarely initiates to express himself, sometimes avoids occasions that require verbal communication ◆ Usually uses single words or two-word short utterances to respond to questions, if being asked to elaborate, blocks and multiple repetitions of words in initial position will occur ◆ Stutters when reading aloud passages, blocks will be more obvious especially when reading words with plosives. ◆ Self-aware of his weak expression and communication abilities, therefore he rarely initiates to communicate with his peers, peers also rarely talk to him, affecting his social life. ◆ Academic performance: <ul style="list-style-type: none"> i. Chinese Language: Fair reading, listening comprehension and writing abilities; for speaking, often silent in group discussion and could not take part in the discussion, therefore his speaking abilities could not be rated. ii. English Language: Fair reading comprehension and writing abilities, but could not use English to report back or converse

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			
Speech, Language and Communication	Improve fluency of speech	1. Able to use soft onset in producing single words with plosives 2. Able to use prolonged speech in reading aloud paragraphs consisting of 50 words and describing pictures using 3-5 simple sentences	<ul style="list-style-type: none"> Student will learn the speaking techniques for improving his fluency through weekly school-based speech therapy service (SBSTS), with content including: <ul style="list-style-type: none"> i. to use soft onset when producing single words with plosives ii. to use prolonged speech when reading aloud paragraphs or describing pictures After the student has grasped the basic speaking technique in improving his fluency, SBST will share with subject teachers the relevant techniques so that teachers could encourage the student to use these techniques to speak during daily lessons or outside classroom The SBST will share with subject teachers and school social worker the factors affecting his speech fluency such as his cognitive load and emotions, so that school personnel could adjust appropriately when 	<ul style="list-style-type: none"> Parents carry out home practice with the student according to recommendations of the school-based speech therapist (SBST) 	<ul style="list-style-type: none"> Ms Chow Subject teachers 	<ul style="list-style-type: none"> Able to use soft onset to produce single words with plosives Able to use prolonged speech in reading aloud paragraphs Able to use prolonged speech in describing pictures with simple sentences. <p>(Student's percentage of stuttered syllables to be less than 5% for all the above)</p>	

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			communicating with him to help him express more easily and fluently.				
Learning	Chinese Language and English Language: Improve speaking skills	1. Able to read short sentences in Chinese and English fluently (each sentence containing five Chinese words or English words that have three or fewer syllables) 2. To use short sentences in daily conversation in Chinese and English	<ul style="list-style-type: none"> Support teacher arranges after-school Chinese Language and English Language remedial classes, each once a week, and reads aloud short sentences from Chinese Language and English Language textbooks with the student, and then ask him to answer informative questions using simple Chinese and English. When selecting short English sentences for student to read aloud, support teacher selects sentences beginning with words that start with “h, w, y”. When practicing to respond to questions using simple Chinese and English, support teacher mainly asks text-related informative questions (e.g. what, where, who, when), and student only needs to answer in simple Chinese and English. Before starting relevant practice, he could be reminded to use the speaking techniques for 	<ul style="list-style-type: none"> Student reads aloud short sentences in Chinese and English newspaper, and practice simple conversation with his mother or elder sister once a week. 	<ul style="list-style-type: none"> Ms Ng (Chinese Language) Ms Kwok (English Language) 	<ul style="list-style-type: none"> Able to read four or more short sentences in Chinese and English fluently every week Able to answer informative questions using simple Chinese and English fluently in 80% of time every week 	

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			<p>improving speech fluency introduced by the SBST when practising. After the practice, simple feedback could be provided regarding his speech fluency.</p> <ul style="list-style-type: none"> If he is still unable to speak fluently after being prompted, support teacher could discuss with the SBST on how to adjust the contents and modes of practice. 				
Social	To improve the skills in social interaction with peers	Able to participate in activities with his peers	<ul style="list-style-type: none"> Student will participate in the board games social skills training group conducted by school social worker from October to December (six sessions in total) and learn the social skills for interacting with others through games and scenario analysis; School social worker shares with teachers the skills taught during the group so that teachers could enhance his social skills during daily lessons or after class. Encourage student to join Physics Club according to his interest so as to increase the opportunities to interact with peers School social worker could pay attention to the emotions and cognitive load caused by 	<ul style="list-style-type: none"> To help the student to use the skills learnt during the group in daily life 	<ul style="list-style-type: none"> Teachers Teachers responsible for the Physics Club Ms Lam 	<ul style="list-style-type: none"> Able to reduce alone time, and interact with peers more (monthly review) Attend gathering of the Physics Club every week (monthly review) 	

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			the assignment when encouraging him to participate in activities and speak, and make adjustment so as to help him express more fluently and more willing to participate more in the activities.				

Participants:

Special Educational Needs Coordinator: Ms Wong

Teachers: Ms Ng (Chinese Language Teacher), Ms Kwok (English Language and Class Teacher), Ms Ho (Special Educational Needs Support Teacher)

Educational Psychologist: Ms Cheng School Social Worker: Ms Lam School-based speech therapist: Ms Chow

Parents/Student: Mrs Cheung, Mr Cheung, Cheung Tai-wai