

Sample of Individual Education Plan: Twice Exceptional Student

Name of Student:	Yeung Chi Kit (pseudonym)
Age:	13
Class:	Secondary 2
SEN:	Autism Spectrum Disorder and Very Superior Intellectual Functioning
Date of Discussion:	28/9/20xx
Date of Implement:	3/10/20xx – 15/1/20xx (4 months)
Background Information:	
Strengths & Hobbies:	<ul style="list-style-type: none">◆ Very strong logical reasoning abilities◆ Excellent memory◆ Excels in visual organization and multi-media skills, highly inquisitive, with special interest in science exploration, advanced knowledge in science
Weaknesses:	<ul style="list-style-type: none">◆ Weak in social communication skills◆ Weak in understanding other's perspective and feelings◆ Often insists on his own views◆ Highly sensitive to others' opinion or comments and get agitated easily

After discussion among the teaching 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 / short-term objectives outcomes
			School	Parents			
Learning	Has clear goals and can systematically construct new knowledge in the areas of his interest	Can systematically conduct in-depth exploration and research on his favourite science topics	<ul style="list-style-type: none"> – In general, adopt a “differentiated teaching approach”, e.g. provide “tiered assignment”, pose higher-order questions with no single standard answers, give assignments with appropriate challenge and complexity; – If the student can demonstrate his advanced mastery on certain topics of the science subject, allow in-depth exploration in an area of his own choice as his “independent study”; 	<ul style="list-style-type: none"> – Encourage the student to do library, science museum or internet search on relevant science information; – Encourage the student to participate in related science interest club in or outside school to exchange views with those talented in science. 	<p>Ms Lam</p> <p>Ms Lam Mr. Au</p>	<ul style="list-style-type: none"> – Can give analytical responses (in terms of depth and width of the contents) that are above the average standard of other students when completing Science assignments and answering questions; – Can produce at least one learning portfolio in Science theme each term, with research objectives, methodology, procedure, data collection and 	

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			<ul style="list-style-type: none"> – To arrange the student to join a “mentorship scheme”, whereby he can benefit from the guidance and role modelling of a highly committed and knowledgeable mentor (not restricted to teachers from within the school). – Can discuss his “independent study” with the science teacher / mentor for at least two sessions a week. 		Mr. Au	analysis, and self-reflection;	
Social and emotional adjustment	Can communicate effectively with people with opinions or background different from him	<ul style="list-style-type: none"> – Can respond appropriately to different opinions and comments from others – Can express his thoughts clearly and politely 	<ul style="list-style-type: none"> – To arrange the student to share his research products with peers through different channels, such as the school website, class period or school assembly; – To directly coach verbal presentation skills; – To rehearse appropriate responses to possible enquiries and comments from peers, and teach him how to 	<ul style="list-style-type: none"> – Encourage the student to talk about his social life at school; – Remind the student of the appropriate methods in responding to different opinions. 	Ms Chow Ms Chow Ms Lee	<ul style="list-style-type: none"> – Can give appropriate responses , e.g. “thank you for your opinion” to different opinions or comments in the classroom setting for 80% of time (progress reviewed every 2 weeks); 	

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			manage his negative emotions; – To provide small group training/individual counselling to help him understand others' perspectives and thoughts, and to learn the skills in expressing his feelings politely.		Ms Chan	– Can response calmly when facing different opinions from others for 80% of time (progress reviewed every week).	

Participants:

Special Educational Needs Coordinator: Ms Cheung

Teachers: Ms Chow (Form Teacher), Ms Lam (Science Teacher) and Mr. Au (Science Subject Panel)

Educational Psychologist: Ms Lee

School Social Worker: Ms Chan

Parent/Student: Mr. & Mrs. Yeung, Yeung Chi-kit