

Sample of Individual Education Plan: Intellectual Developmental Disability

Name of Student:	Chan Yat Shek (pseudonym)
Age:	10
Class:	Primary 4B
SEN:	Mild Intellectual Developmental Disability
Date of Discussion:	10/9/20xx
Period of Implementation:	14/9/20xx – 13/12/20xx (3 months)
Basic Information:	
Strength & Hobbies:	<ul style="list-style-type: none"> • Gentle, mild-tempered, willing to listen to teachers' advice • Interested in photography, talented in drawing • His mother who is a housewife is willing to cooperate with school to support her son • Shows a broad range of general knowledge stemming from extensive exposure, interested in General Studies in particular
Weaknesses:	<ul style="list-style-type: none"> • Easily distracted in class, often draws on books or exercise books in class • Lacks confidence due to his limitation in cognitive ability • Dislikes copying jobs due to weak hand muscle • Limited vocabulary and weak language skills • Seldom takes the initiative to talk with his classmates, hence, impeded social life • Academic results: <ul style="list-style-type: none"> ▫ Chinese — fair reading ability, able to understand the basic facts of the passages, but lacks organization and sufficient content in writing ▫ English — limited vocabulary, able to understand simple instructions with hints ▫ Mathematics — unable to deal with mathematic word problems

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 / short-term objectives outcomes
			School	Parents			
Learning	Chinese – To raise the writing ability	1. To be able to use three vocabulary words from each chapter to make sentences	<ul style="list-style-type: none"> The Chinese teacher selects three vocabulary words from each chapter for focus teaching and helps the student to use them in sentence making. During the individual training session, the TA makes use of sentence examples to demonstrate how the target words can be embedded in sentences. Encourage the student to make sentences orally and assist him in writing the sentences out afterwards. 	<ul style="list-style-type: none"> Help the student to revise the selected vocabulary words at home every day, and demonstrate the use of these words in daily life; Guide the student to compile a vocabulary book. 	Miss Chan TA	<ul style="list-style-type: none"> Able to use the selected words correctly in sentence construction. (Review once after completing each chapter) 	
		2. To be able to use the “6WQuestions” to write the outline for narrative writing	<ul style="list-style-type: none"> In composition lessons, the teacher teaches the whole class to use the “6WQuestions” for writing the outline for narrative writing; The TA provides in-class support in writing lessons. During the individual remedial session, the TA illustrates how to use the “6W Questions” to 	<ul style="list-style-type: none"> Parents can review with the student whether the writing addresses the “6WQuestions”. 	Miss Chan TA	<ul style="list-style-type: none"> Able to use the mind map of “6Ws Questions” to write the outline for 80% of narrative essays 	

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			brainstorm ideas and use the narrative writing framework to guide the student to complete the outline.				
	English – To raise the reading ability	<p>1. Can read and dictate four high frequency vocabulary words of each chapter</p> <p>2. Can read story books at P.1 level with “Big Brothers”</p>	<ul style="list-style-type: none"> Peer tutoring programme: One student trained as peer tutor plays cards with the student in the second break of Mondays, Wednesdays and Fridays to help him master the four high frequency words chosen by the teacher through card games. Dictation is held on Fridays and his results are recorded by this peer tutor. The peer tutor also helps him compile a personal vocabulary book in which pictures can be used to help him remember the meaning of the vocabulary. Teacher selects a suitable book for the student to read every month through paired reading with a “Big Brother” at school. Teacher highlights some simple 	<ul style="list-style-type: none"> Parents revise the pronunciation, the spelling and the meaning of the selected words with the student at home. Parents guide the student to read the assigned book and 	<p>Ms Cheung is responsible for the training and follow-up work of the peer tutor.</p> <p>Ms Cheung</p>	<ul style="list-style-type: none"> Able to read aloud and dictate correctly the four selected high frequency words each week (Review bi-weekly) Able to read aloud a story book at P.1 level on his own to the teacher every month (Review monthly) 	

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			sentence structures from the book for the student to learn and to practise by doing worksheets designed by the teacher. Separate worksheets at the same difficulty level are also designed to be taken home.	complete the worksheets every week.			
	Mathematics – To raise the ability to tackle Math word problems	1. Distinguish various mathematical terms, e.g. difference, X is more than Y...etc. 2. Apply task analysis to work out the Math word problems	<ul style="list-style-type: none"> Arrange two mathematics remedial lessons each week for the student and teach him: <ul style="list-style-type: none"> to identify and understand the mathematical glossary to comprehend commonly used key words in Math word problems; provide the students with the key words for each topic to apply task analysis to work out the math word problems as follows: <ol style="list-style-type: none"> Read the question Find out the key words Use diagrams to illustrate the problems List out the equations 	<ul style="list-style-type: none"> Assist the student in applying the task analysis to work out the Math word problems and complete the homework. 	Miss Ng, TA	<ul style="list-style-type: none"> Able to independently work out half of the math word problems or more when doing homework (Review bi-weekly) 	

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			5. Make a guess 6. Calculate and check <ul style="list-style-type: none"> The teacher adjusts the level of difficulty of the assignments by choosing the more straight-forward Math word problems for the student to complete in class and at home. (Make reference to the strategies introduced in “Fun with Maths” (2010)) 				
Language and communication skills	To enhance the communication skills	1.To widen vocabulary repertoire in speaking	<ul style="list-style-type: none"> Provide the student with speech therapy training once a week, including: <ul style="list-style-type: none"> Raising the semantic knowledge and widen his vocabulary repertoire through playing games and discussions on semantically or phonologically related words. Teaching the student to tell a story by using the “6W Questions”. The Chinese Language teacher and the ST keep in touch with each other to 	<ul style="list-style-type: none"> Spend 20 minutes every day with the student to review what he has learnt in the speech therapy sessions in the week; ask the student to write down all vocabulary words in the 	Ms Choy, the ST Miss Chan, The Chinese Language teacher	<ul style="list-style-type: none"> Able to make use of 70% of the vocabulary words learnt in daily life communication Able to use the “6W Questions” to guide himself when describing an incident 	

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		2.To describe an incident using the “6W questions” (“6Ws”)	<p>understand and follow up on the progress of the student.</p> <ul style="list-style-type: none"> The Chinese Language teacher teaches the whole class the “6Ws” in oral and writing lessons to reinforce these skills. The Chinese Language teacher provides chances for the student to use the vocabulary words and the learned narrative skills in the lessons. 	<p>vocabulary book</p> <ul style="list-style-type: none"> Encourage the student to take photographs during the weekend outings. Assist the student to write a simple travel journal with photographs and text with the help of the “6W Questions” ; invite the student to bring this journal to school and share with Ms Choy during the 		for 80% of the time (Review monthly)	

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				speech therapy training.			
Social skills	To enhance the ability of interacting with classmates	To be able to initiate a conversation appropriately	<ul style="list-style-type: none"> During individual training session, the TA teaches the students steps of initiating a conversation with repeated behavioural rehearsals. At lunch, enroll the student in a board game group where he can apply the skills learnt, while the TA observes and provides feedback. Set up a conversation reward system with the student, where he will be rewarded when he attempts to use the steps of initiating conversations during recess to talk to other students. The reward system can be self recorded and reviewed with the TA during the individual training session. 	To help the student to apply the skills learnt in daily life setting (e.g. initiating a conversation with other children at the park).	TA students	Able to follow the steps of initiating a conversation to talk to his classmates in 80% of the designated recess time. (Review monthly)	

Participants:

Special Educational Needs Coordinator: Ms Tam

Teachers: Ms Chan (Chinese Teacher & Form Teacher), Ms Lee (English Teacher), Ms Ng (Mathematics Teacher), TA

Educational Psychologist: Ms Wong

Student Guidance Teacher: Miss Pak

Speech Therapist: Ms Choy

Parent/ Student: Mrs. Chan, Chan Yat Shek