

Sample of Individual Education Plan: Autism Spectrum Disorder

Name of Student:	Lee Siu Ming (pseudonym)
Age:	15
Class:	Form 3
SEN:	Autism Spectrum Disorder
Date of Discussion:	x/x/20xx
Date of Implementation:	x/x/20xx - x/x/20xx (about 3 months)
Background information:	
Strengths & hobbies:	<ul style="list-style-type: none">◆ Fairly good academic results, good memory, performs well in mathematics, sciences and computer studies◆ Shows a keen interest in reading and displays an extensive understanding of astronomy and sciences◆ Exhibits neat and legible handwriting, demonstrates excellent in drawing
Weaknesses:	<ul style="list-style-type: none">◆ Displays difficulties in accurately interpreting and understanding the intention and thoughts of others◆ Struggles with communication skills, experiencing difficulties in initiating and sustaining conversations with others◆ Displays difficulties in considering different viewpoints and exhibits impatient when listening to others◆ Displays limited independence in daily life, relying heavily on his grandmother for assistance with daily living tasks

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			
Social Adaptation	To enhance his 'Theory of Mind'	To be able to understand others' point of view and intentions (positive or negative) reactions	<ol style="list-style-type: none"> 1. In the individual training sessions, the support assistant teaches the student the importance of understanding others' point of view and intention with the use of 'Social Narratives' 2. In the individual training sessions, the support assistant utilizes photos and videos to teach the student to read and interpret people's verbal and nonverbal cues e.g., facial expressions, gestures, voice tones, etc. 3. In the individual training sessions, the support assistant teaches and practices with the student on interpreting people's verbal and non-verbal cues with the use of 'Comic Strip Conversations' 4. Teachers and the School Social Worker use prompts with social vocabulary, such as 'Observe and Think' in lessons and social skills training group, which serve as reminders for the student to pay attention to people's 	<ol style="list-style-type: none"> 1. Parents use prompts with social vocabulary, such as "Observe and Think" in daily life to remind and encourage the student to practice mind-reading 2. Parents provide recognition to the student if he is able to accurately interpret others' thoughts and intentions accurately. If misunderstanding occurs, parents explain others' thoughts and intentions (both positive and negative) to the student 	Support Assistant Teachers School Social Worker	The student is able to understand people's thoughts and intentions for 80% of the time in daily life situations.	

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			School	Parents			
			<p>verbal & non-verbal cues so as to interpret others' thoughts and intentions more effectively</p> <p>5. Teachers and the School Social Worker provide recognition to the student if he is able to interpret classmates' thoughts and intentions accurately. If misunderstanding occurs and the situation allows, teachers and the School Social Worker will invite related students to express their thoughts and intentions (both positive and negative). They will also maintain close communication with the support assistant so that the student's misunderstanding could be further discussed in the individual training sessions</p>				
Social Adaptation	To enhance communication skills	To initiate conversations with others appropriately	1. To arrange the student to participate in the social skills training group organized by the School Social Worker, where he will learn the steps and skills for initiating conversations with others	1. Parents engage in daily conversations with the student to practise conversation initiation skills	School Social Worker Support Assistant	The student is able to initiate conversations with classmates three times per week	

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			School	Parents			
			<p>through the use of ‘Video Modelling’ and ‘Scripting’</p> <p>2. In the social skills training group, the student practises the skills for initiating conversations with classmates through behavioural rehearsal. The School Social Worker utilizes visual cue cards to remind the student of the steps he has learnt</p> <p>3. In the individual training sessions, the support assistant practises the skills for initiating conversations with the student and reviews his performance using a checklist</p> <p>4. The class teacher sticks the visual cue cards in the classroom. Teachers remind the student of the steps for conversation initiation by referring to the visual cue cards when appropriate</p> <p>5. To arrange the student to become a helper in the Astronomy Club, where he could share his knowledge of astronomy with other</p>	<p>and steps</p> <p>2. Parents stick the visual cue cards at home and remind the student of the steps of conversation initiation by referring to the visual cue cards when appropriate</p> <p>3. To arrange social activity for the student at least once a month for the student, e.g., lunch gathering, and observe the student’s interaction. Parents will provide positive feedback when the student is able to initiate conversation with others appropriately</p>	<p>Teachers</p> <p>Related Teachers of Astronomy Club</p>		

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			School	Parents			
			schoolmates during lunchtime activities and practise conversation initiation skills				
Learning Adaptation	To enhance communication and social skills in group discussion	To listen to others' opinions patiently in group discussions	<ol style="list-style-type: none"> 1. In the individual training sessions, the support assistant teaches the student the importance of listening to others' opinions in group discussions through 'Social Situation Mapping' 2. In the individual training sessions, the support assistant teaches the student different discussion skills, such as turn-taking and listening to one another patiently, and uses the visual cue card and the quote 'Listen to other's opinions, think through it before making arguments' as reminders 3. In the individual training sessions, the support assistant discusses the topics that the student finds interesting and familiar e.g., astronomy and sciences as a mean for the student to 	Parents practise the discussion skills with the student. The visual cue card and the quote 'Listen to other's opinions, think through it before making arguments' could be used as a reminder	Support Assistant School Social Worker Teachers	The student is able to listen to others' opinions patiently in group discussions during lessons for 80% of time	

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			School	Parents			
			<p>practice listening to others' opinions</p> <p>4. Teachers arrange group discussions in lessons to provide the student with opportunities to practise the discussion skills. The support assistant provides in-class support, observes and records the student's performance using a checklist, and reviews the performance with the student in the individual training sessions</p> <p>5. In the social skills training groups, the School Social Worker incorporates discussion activities to provide opportunities for the student to practise listening to others' opinions. The visual cue card and the quote 'Listen to other's opinions, think through it before making arguments' are used as reminders</p>				

Participants:

Special Educational Needs Coordinator: Teacher T

Teachers: Teacher A (Form Teacher), Teacher B (Assistant Form Teacher), Mathematics & Sciences Teachers, Support Assistant, Teachers of Astronomy Club

Educational Psychologist: Ms W Social Worker: Ms Y Parents/Student: Mr. & Mrs. Lee, Lee Siu Ming