

Sample of Individual Education Plan: Attention Deficit/Hyperactivity Disorder

Name of Student	Lee Siu Kai (pseudonym)
Age	10
Class	P.4A
SEN Type	Attention Deficit/Hyperactivity Disorder
Date of Discussion	5 October 20xx
Implementation Period	12 October 20xx to 11 February 20xx (4 months)
Student's Current Performance:	
Strengths and Interests	<ul style="list-style-type: none">• Has a good memory• He shows curiosity in learning, he initiates to ask questions when he does not understand• He enjoys participating in extra-curricular activities
Weaknesses	<ul style="list-style-type: none">• He gets distracted easily in class, he can sustain his attention for only 4 to 5 minutes and often leaves his seat.• He can hardly finish homework at home which results in failure to hand in homework. His school result deteriorates since P.3 and he gets irritated easily due to doing homework.• Weak in impulse-control, his being talkative and tendency to talk impulsively often leads to discontents of his classmates. He does not get along well with his peers.

Persons involved in devising the plan:

SENCO	Ms Poon
Teachers	Mr Cheung (class teacher), Miss Au (English teacher), Mr Wong (SENST), Ms Li (Teaching Assistant)
Educational Psychologist	Ms Lam
School Social Worker	Ms Wan
Parent	Mr and Mrs Lee

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

Domain	Goals/ objectives	Implementation Methods		Parent	Evaluation Criteria	Effectiveness
		Tier-1 Support	Tier-2 and Tier-3 Support			
Learning Adjustment	<p><u>Long-term goal</u> The student can display proper classroom behaviours</p> <p><u>Short-term objective</u> The student can remain on seat and sustain his attention to complete learning tasks for 10 minutes</p>	<ul style="list-style-type: none"> All teachers use visual cue cards consistently in class to remind students of attentive behaviours. When Siu Kai displays the behaviours including “Eyes on Teacher”, “Mouth Closes” and “Sit Properly” for 10 minutes, teachers will go to his seat and reward him with a “Good Attention” stamp. Teachers will remark on the class diary Siu Kai’s performance in class, in particular his good behaviours. All teachers to arrange small errands so that Siu Kai does not have to stay on the seat for too long. All teachers to break down learning tasks into small segments, and provide to the whole class flowcharts or checklists. The class teacher to arrange Siu Kai to the seat on the second row near the teacher’s desk. <p><u>Responsible persons:</u> Class teacher, subject teachers</p>	<ul style="list-style-type: none"> Siu Kai will enroll in the “Magic Master” training group with 10 sessions in the first term. One training goal is “Use of Attention”. Students will learn attentive behaviours and strategies through different activities. School Social Worker will observe and participate in the group. In the last lesson before school finishes, teaching assistant will review with Siu Kai the number of “Good Attention” stamp obtained, and discuss with him what methods he has used to achieve the goal, such as how he can “Sit Properly”. Appropriate praise will be given. <p><u>Responsible persons:</u> School social worker, teaching assistant</p>	<p>Every time Siu Kai has collected 100 “Good Attention” stamps, parents will bring him to a model shop to select a box of model. Mr Wong contacts the parents every two weeks and when necessary to review the implementation.</p> <p><u>Responsible persons:</u> Mr Wong</p>	<p>In 70% of lessons, Siu Kai can remain on seat and work attentively on learning tasks for at least 10 minutes</p>	

Domain	Goals/ objectives	Implementation Methods		Parent	Evaluation Criteria	Effectiveness
		Tier-1 Support	Tier-2 and Tier-3 Support			
Learning Adjustment	<p><u>Long-term goal</u> The student can complete his homework efficiently</p> <p><u>Short-term objectives</u> The student can complete and hand in his homework</p>	<ul style="list-style-type: none"> Class teacher teaches the whole class methods for handling their homework, including arrangement of order of completion, time arrangement, making record on the homework journal on completion of each item of work, and putting the completed work in the homework bag. Practice and review of the use of these executive skills will be arranged. All teachers to provide homework accommodation to Siu Kai. Quantity of written assignments will be reduced to around 60% of other students. 	<ul style="list-style-type: none"> Class teacher to devise an individualised reward plan on “Homework Submission” to reinforce his motivation to complete his homework. In the last lesson before school finishes, teaching assistant to review with Siu Kai about homework completion the day before, to check his homework journal, to make sure that the work to be completed are put into the homework bag systematically, and to discuss with him the order of homework completion, time allocation, etc. In individual sessions, Mr Wong will support Siu Kai to complete different items of homework, with an aim to understand more clearly his obstacles (e.g. lacking patience to continue when difficulty is met) and attempt different solutions. 	<ul style="list-style-type: none"> Class teacher to explain to the parents the methods for handling homework he has taught the whole class. The parents will assist Siu Kai in executing the steps at home and provide him encouragement. Parents to give specific praise or appropriate rewards in relation to the “Homework Submission” reward plan. Mr Wong contacts the parents every two weeks and when necessary to review the implementation. 	Siu Kai can hand in his homework on 70% of school days.	

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		<u>Responsible persons:</u> Class teacher, subject teachers	<u>Responsible persons:</u> Class teacher, teaching assistant, Mr Wong	<u>Responsible persons:</u> Mr Wong		
Social-behavioural adjustment	<p><u>Long-term goal</u> The student can communicate with others appropriately</p> <p><u>Short-term objectives</u> The student can interact with his classmates appropriately</p>	<ul style="list-style-type: none"> All teachers adopt consistently the “Three Principles of Interpersonal Interactions” to reinforce students’ interactional methods, remind the students when necessary and give specific praise to students who have done well. These three principles are “Use Good Words”, “Be Pleasant” and “Be Encouraging”. All teachers to increase interactional elements in their teaching, such as paired-work and group discussion, in order to provide opportunities for interactions. When breaking students into groups, teachers should give more attention to the group where Siu Kai is in. Class teacher to select two students to be the little angels of Siu Kwai, to offer him company during recess and to remind him of appropriate social interactions. Class teacher to assign Siu Kwai the role of Class Librarian, who is responsible for loaning and borrowing of library books for two days a week, in order to 	<ul style="list-style-type: none"> The other training goal of the “Magic Master” training group which Siu Kwai will enroll in is “Social Communication”. The use of appropriate interaction methods will be trained through the different activities in the group. School Social Worker will observe and participate in the group. In individual training sessions, Mr Wong will practise with Siu Kai the appropriate interactional methods through social scenarios, such as how to open a dialogue politely, how to use the appropriate tone of voice to express his own views. If Siu Kai has had any inappropriate interactions with his peers in the class or other situations, Mr Wong will make use of them in designing the 	Parents to provide immediate positive feedback to Siu Kwai when he displays prosocial behaviours. When he fails to do so, parents review with him the appropriate methods in a positive way. Mr Wong contacts the parent every two weeks to review the implementation.	According to teachers’ observation, the student can interact appropriately with his classmates in 70% of time.	

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		<p>increase chances of his interaction with his classmates to build up a positive image. Class teacher will practise with Siu Kai the appropriate attitude and use of words, how to solve possible problems as well.</p> <p><u>Responsible persons:</u> Class teacher, subject teachers</p>	<p>scenarios.</p> <p><u>Responsible persons:</u> School social worker, Mr Wong, teaching assistant</p>	<p><u>Responsible persons:</u> Mr Wong</p>		