

Sample of Individual Education Plan: Mental Illness

Name of Student:	Kwok Dai Hoi (pseudonym)
Age:	17
Class:	Secondary 5
SEN:	Mental Illness (Psychosis)
Date of Discussion:	x/x/20xx
Date of Implementation:	x/x/20xx - x/x/20xx (around 3 months)
Background Information:	
Strengths & Hobbies:	<ul style="list-style-type: none">◆ Good efforts in learning and good at information technology◆ Enjoys programme design, has been the group leader of the IT group◆ Good relationships with his parents and teachers, willing to attend school due to their encouragement
Weaknesses & Difficulties:	<ul style="list-style-type: none">◆ Introverted and passive, seldom socialises with others, lack of friends◆ Weak self-management of his appearance since the onset of mental illness, often wears a mask to cover his face, goes home for lunch most of the time to minimise contact with his classmates◆ Often feels that his classmates and people on the street laugh at his appearance, unwilling to go out of home and withdrew from the tutorial class outside school◆ Feels nervous and tired easily due to the illness and medication, has difficulties in concentrating in class, unable to finish homework at home, feels stressed because of the decline in academic performance

After discussion among the teaching personnel, professionals, 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			
Emotion and self-confidence	1. To promote a positive mindset 2. To enhance his self-confidence	1. To be able to analyse events from a positive perspective 2. To be able to find out his merits and strengths	<ul style="list-style-type: none"> School social worker provides individual counselling in the following directions: <ul style="list-style-type: none"> Teach the student to view different life issues from a positive perspective Assist the student to identify the major sources of stress Practise relaxation strategies with the student, remind the student to use the strategies when feeling stressful Review successful experiences with the student (examples of successful experiences will be provided to social worker by teachers) When necessary, the student can go to the soundproof room in the library to take a break. 	<ul style="list-style-type: none"> Remind the student to use relaxation strategies to relieve distress Demonstrate how to take multiple and positive perspectives through daily life topics Encourage the student to pay more attention to positive life experiences 	Social Worker	<p>To be able to use the strategies to regulate his emotions and engage in daily activities for 70% of the time</p> <p>To be able to share one successful or positive experience each week</p>	
					Teacher-librarian		

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Self-care	To maintain a neat and tidy appearance	1. To keep hair clean and tidy 2. To keep school uniform neat and tidy	<ul style="list-style-type: none"> – Social worker/ guidance teacher checks the student's appearance during morning assembly and reminds the student to go to washroom to tidy himself if necessary. – When the student can keep himself neat and tidy, social worker, guidance teacher and class teacher can show appreciation and guide the student to appreciate his own effort in maintaining a neat and tidy appearance. From this, the student can learn to praise and reward himself. 	<ul style="list-style-type: none"> – Remind the student to tidy his hair and school uniform every morning before going to school – Assist or remind the student to change and wash the school uniform frequently 	Social Worker Guidance Mistress Class Teacher	To be able to keep his appearance neat and tidy for at least three days a week without reminders from school personnel	
Social	To establish a social network with peers	To be able to engage in communication and interactive activities with peers	<ul style="list-style-type: none"> – During individual counselling, social worker will explore with the student on potential topics for conversing with his peers. – Implement a "Learning Buddies" scheme to encourage students in the class to teach each other in order to facilitate their communication and interaction. Arrange one weekly session during lunch 	<ul style="list-style-type: none"> – Encourage the student to contact and communicate with peers after school – Do exercise with the student regularly, and encourage the student to invite his peers to join 	Social Worker Guidance Mistress	To be able to engage in communication (including online and telephone contact) and interactive activities with peers for three times a week To be able to achieve 70%	

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			break for a learning buddy to support the student in learning mathematics. Meanwhile, the student can teach his buddy programme design.	the exercise		attendance during “Learning Buddies” period	
Learning	To be able to adapt to the academic demands and reduce academic stress	1. To be able to follow the teaching pace in class 2. To be able to complete basic homework	<ul style="list-style-type: none"> - Homework accommodations <ul style="list-style-type: none"> ■ Allow flexible due date for homework ■ Reduce the advanced part of homework ■ Help the student break the long homework into smaller parts, or provide him with a writing frame - Classroom accommodations <ul style="list-style-type: none"> ■ Provide notes to reduce unnecessary copying ■ Provide a break when necessary ■ Repeat important instructions, or provide individual assistance - Allow the student to answer questions in class through 	<ul style="list-style-type: none"> - Guide the student to allocate time appropriately for study and rest 	Subject teachers	To be able to submit 90% of the homework with accommodations by the end of the school term To be able to follow instructions for 50% of the time to start class learning / working on classwork, or respond to teacher’s questions in class	

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			nonverbal means, e.g., head nodding/shaking or pointing at/ writing out answers on the blackboard				

Remarks: The school will maintain close communication with healthcare professionals to provide appropriate support to the student.

Participants

Special Educational Needs Coordinator: Ms. Siu

Teachers: Ms. Wai (Class teacher), Ms. Kwan (Guidance Mistress), Subject Teachers, Teaching Assistant, Teacher-librarian

Educational Psychologist: Ms. Cheung Social Worker: Ms. Wong Parent/Student: Mr. & Mrs. Kwok, Kwok Dai Hoi