

Sample of Individual Education Plan: Specific Learning Difficulties in Reading and Writing

Name of Student:	Cheng Chi Him (pseudonym)
Age:	14
Class:	Form 3B
Type of SEN:	Specific Learning Difficulties in Reading and Writing (Previously assessed to have severe difficulties in word reading and writing)
Date of Discussion:	4/10/20xx
Date of Implementation:	1/9/20xx – 1/2/20xx (5 months)
Background Information:	
Strengths and Hobbies:	<ul style="list-style-type: none"> ✧ Strong in verbal expression ✧ Strong in logical reasoning ✧ Strong in visual perception, good at deciphering and handling graphical information ✧ Likes participating in ball games ✧ Engages in class actively
Weaknesses:	<ul style="list-style-type: none"> ✧ Chinese – limited word knowledge, poor reading fluency, weak comprehension and writing skills ✧ English – limited vocabulary base, difficulties in writing composition ✧ Mathematics – difficulties in comprehending story sums ✧ History – unable to read and comprehend lengthy reading materials independently, poor organisation skills

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

[illegible]

Domain	Long –term Targets	Short-term Objectives	Implementation		Responsible Person	Assessment Criteria	Effectiveness / short-term objective outcomes
			School	Parents			
Learning	Chinese Language – To enhance the student’s writing ability	1. To be able to use a mind-map or other visual organisers to plan the outline of his writing 2. To be able to write sentences with high frequency words	In the weekly Chinese remedial class, the Chinese teacher would help the student: - Consolidate the skills taught in writing lessons (which includes using mind-maps or other visual organisers to plan the outline of a piece of writing) and - Select 5 target words from the “Word Bank” booklet for the student to form sentences every week.	- To encourage the student to revise words from the “Word Bank” booklet every week and encourage him to form sentences using those words verbally at home.	Ms. Cheung	- The student could use a mind-map to outline his writing with 4 key points included, then complete a piece of writing with around 200 words. - The student could form sentences using the target words accurately (80%); (progress review in every 2 weeks).	

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Learning	English Language – To enhance the student's reading ability	1. To be able to read aloud and comprehend simple English stories	<ul style="list-style-type: none"> - The student would be arranged to take English lessons in small group teaching format. In this group, students will read aloud one simple English story in each lesson. - Teacher designs comprehension worksheets according to the stories. - Teacher introduces reading comprehension strategies to students - Teacher guides students to use the strategies in doing the comprehension worksheets 	<ul style="list-style-type: none"> - Parents would encourage the student to listen and read simple English stories 	Ms. Wong	<ul style="list-style-type: none"> - The student can complete the comprehension worksheets correctly (80%) (progress review in every 2 weeks). 	

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Learning	Mathematics – To enhance the student’s ability in deciphering story sums	1. To be able to recognise and read frequently used Mathematical terms 2. To be able to use diagrams to facilitate problem solving	<ul style="list-style-type: none"> - The Math teacher would instruct the student in circling and familiarising with all frequently used Mathematical terms in every unit. - When completing Math exercises, the Math teacher would remind the student to read questions aloud softly, and to ask his neighbour whenever he encounters any unfamiliar words. - When teaching the class how to use diagrams to facilitate problem solving, the Math teacher would provide extra guidance and support to the student. 	<ul style="list-style-type: none"> - Parents would encourage the student to use text-to-speech apps to facilitate reading, especially when he encounters words he could not recognise. 	Mr. Ng	<ul style="list-style-type: none"> - The student could complete at least half of the in-class and take-home assignments independently (progress review in every 2 weeks). - The student can use diagrams to facilitate problem solving (progress review in every 2 weeks). 	

Learning	History – To enhance the student's organisation skills	<p>1. To learn using mind-maps, visual organisers to plan written responses.</p> <p>2. To learn using computer softwares when making written responses</p>	<p>- When teaching the class how to use mind-maps and visual organisers to plan a written response, the History teacher would provide extra guidance and support to the student.</p> <p>- The Teaching Assistant would teach the student how to use the Speech-to-Text software to answer questions, allowing the student to speak his answer rather than writing it. Training would also be provided to help the student familiarize with using mind-maps and visual organisers to organise his answer. (On-line teaching materials: Training program on using Speech-to-Text software, Chinese version)</p>	<p>- Parents would encourage the student to use text-to-speech and speech-to-text apps to facilitate reading and writing respectively.</p>	<p>Mr. Wan</p> <p>Mr. Wan and Teaching Assistant</p>	<p>- The student could use mind-maps and visual organisers to plan his written responses.</p> <p>- The student could use the Speech-to-Text software smoothly (progress reviewed every month)</p>	
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			School	Parents			
Personal Growth and Development	To be able to make informed decisions on studying and career planning based on personal interests and strengths	1. To help the student identify his personal strengths and weaknesses, as well as exploring potential career paths 2. To help the student acquire basic vocational skills	- Provide individual counseling on continuing education and selection of HKDSE subjects - When organising job tasting programs, arrange student to visit places that matches his interests, such as the Hong Kong Sports Institute and sharing sessions by athletes. - The student would receive lessons on typing Chinese once every week.	- To discuss with the student possible career choices that echo with his interest and ability and encourage him to further nourish these interests and ability. - To guide the student in searching online for more information regarding relevant courses and career opportunities in the sports industry. - To encourage the student to practise Chinese typing at home.	Ms. Wong , Career Counselor Teaching Assistant	- The student could establish some life and career planning goals. - The student can tell some examples of opportunities and options available in the sports industry. - The student could type 15 Chinese characters per minute.	

Remarks: The student should be encouraged to continue playing in the Basketball School Team to further develop his strengths and self-confidence.

Participants:

Special Educational Needs Coordinator: Ms. Yeung

Teachers: Ms. Cheung (Chinese Language), Ms. Wong (English Language), Mr. Ng (Mathematics), Mr. Wan (Liberal Studies History), Ms. Wong (Career Counselor), Teaching Assistant

Educational Psychologist: Ms. Li

Social Worker: Ms. Chan

Parent/ Student: Mr. Cheng, Mrs. Cheng, Cheng Chi Him