

## Sample of Individual Education Plan: Visual Impairment

Name of Student:	CHANG Xue-xi (pseudonym)
Age:	11
Class:	Primary 5 Hope
SEN and severity:	Severe Visual Impairment
Cause of VI (if any)	Macular Degeneration
Date of Discussion:	20xx/10/5
Date of Implementation:	20xx/10/12 – 20xx/4/11 (6 Months)
Background information:	
Strengths & hobbies:	<ul style="list-style-type: none"> <li>✧ Has better memory retention than his peers;</li> <li>✧ Has great expectation in his academic performance;</li> <li>✧ Eager to learn and has great initiative to ask questions;</li> <li>✧ Had good academic performance in Chinese Language and English Language before his vision started to deteriorate; and</li> <li>✧ Has great interest in participating in extra-curricular activities.</li> </ul>
Weaknesses:	<ul style="list-style-type: none"> <li>✧ Has deteriorated vision, from being able to read printed words and write with pencils to only able to discern print words in 120 font size in half year. As advised by his doctor, since the student's vision tends to keep deteriorating, he may lose his ability to read printed media in one or two years;</li> <li>✧ Has very low speed of reading printed media and barely legible hand-writing due to his problem with vision. As a result, he is not able to complete some of his homework assignments;</li> <li>✧ Has been blaming himself and sometimes has emotional problem due to degraded academic performance. He deliberately keeps distance and avoid interactions with his classmates; and</li> <li>✧ Has difficulties and lacks confidence in daily activities such as travelling within school and major facilities (e.g., changing from one to another classroom) by himself.</li> </ul>

After discussion among the school personnel, resource teacher, 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	1. To be able to use assistive equipment (e.g., electronic magnifier) independently in learning in the classroom	1. To be able to use electronic magnifier (to read learning materials)	<ul style="list-style-type: none"> <li>Applying for Top-up Fund for purchasing relevant assistive equipment (e.g., electronic magnifier, Braille) to facilitate student's learning based on the recommendations from the Resource Teachers (RT) of the Resource Support Programme for Visually Impaired Students (RSP).</li> <li>Installing appropriate assistive equipment in the student's classroom to aid his learning.</li> <li>Arranging a teaching assistant (TA) to collaborate and aid the student's learning.</li> <li>Providing a weekly training session on the use of electronic</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging student to practise the use of electronic magnifier English Braille, Mathematics Braille and Cantonese Braille at home.</li> </ul>	Ms Cheung	<ul style="list-style-type: none"> <li>The student's accuracy in writing to be improved by 20% or more with the aid of the electronic magnifier.</li> <li>The student scores 80% or more in the Braille assessments.</li> </ul>	
	2. To be able to use Braille as medium of learning	2. To be able to use electronic magnifier to improve his writing speed and quality			Ms Cheung	<ul style="list-style-type: none"> <li>The student scores 90% or more in distinguishing common geometric figures (i.e. circle, triangle, square, rectangle)</li> </ul>	
	3. To be able to read tactile maps / diagrams	3. To be able to use English Braille (Grade I), Mathematics Braille and Cantonese Braille			TA		
	4. To be able to distinguish common geometric figures (i.e. circle, triangle, square, rectangle)				RT, Ms Cheung, TA		

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			<p>magnifier, English Braille, Mathematics Braille and Cantonese Braille. The sessions will be conducted by the RT.</p> <ul style="list-style-type: none"> <li>– Arranging TA to provide after-school training sessions to the student on the use of electronic magnifier, English Braille, Mathematics Braille and Cantonese Braille according to the advices from the RT.</li> <li>– Arranging TA to provide after-school homework support sessions and consolidation of the student's learning for that day.</li> </ul>		<p>TA, RT, Ms Cheung</p> <p>TA, Ms Cheung</p>		
Social adjustment	To establish appropriate communication with the student's peers and maintain suitable social	To establish circles of friends	<ul style="list-style-type: none"> <li>– Arranging the student to learn the following through group training on social skills by Student Guidance</li> </ul>	<ul style="list-style-type: none"> <li>– Arranging the student to participate in extra - curricular activities, in</li> </ul>	Ms Wan	<ul style="list-style-type: none"> <li>– The student is able to greet familiar person voluntarily and</li> </ul>	

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	life		Personnel (SGP): <ul style="list-style-type: none"> <li>• appropriate way of greetings;</li> <li>• communication in polite manner;</li> <li>• use of appropriate tunes and wordings for conversations with classmates</li> <li>• how to invite others to join the games / activities;</li> <li>• how to join others' games / activities.</li> </ul>	which he could apply the social skills learnt.	Ms Cheung, Two classmates, TA	appropriately <ul style="list-style-type: none"> <li>– The student is able to use “thank you” and “sorry” appropriately</li> <li>– The student is able to adopt appropriate tunes to communicate with his classmates</li> <li>– The student is able to have peers during the breaks (TA will observe the student's performance according to the above assessment indicators and review with him on weekly basis)</li> </ul>	

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Rehabilitation	To be able to live independently in terms of travelling to and from familiar places	To be able to use various Orientation and Mobility (O&M) skills for aiding to travel between the major facilities of the student's school independently	– Providing the student with one training session on O&M skills per week. The sessions will be conducted by the RTs of the RSP.	– Arranging the student to participate in outdoor activities during the holidays so as to allow the student to practise the O&M skills that he learnt.	TA, RT, Ms CHEUNG	– The student is able to travel between the major facilities of the school without others' assistance.	

#### Participants:

Special Educational Needs Coordinator: Ms POON

Teachers: Ms CHEUNG (Class Teacher), Teaching assistant, Resource teacher of RSP

Educational Psychologist: Ms WOO

Student Guidance Teacher: Ms WAN

Parents/Student: Mr. & Mrs. CHANG, CHANG Xiu-xi