

### EDFD221- Assignment 3

#### **Student Profile**

Name: Max Brauer

Age: 10 years old

Grade: 4

Difficulty: Oppositional Defiant Disorder

Current Level of Achievement: His motor functions and social cognition are average. However, his attention, memory, and language skills are poor.

#### **About**

- Max is the youngest of three brothers.
- Lives with their father of German background who is separated.
- Max has been in Australia since birth.
- Socio-economic status is classified as middle and they live in a positive neighbourhood.
- Motor functions and social cognitions are average due to activities like bike riding and hanging out at the shopping centre.
- Attention, memory, and language are poor and are interconnected.

## Planning Matrix

	Communication	Social Interactions	Restricted interests Repetitive behaviour	Sensory Processing	Information, processing & learning styles
Characteristics	<ul style="list-style-type: none"> <li>- Language skills are poor.</li> <li>- Due to German background, English is a second language.</li> <li>- Communication barriers between home and school due to parent separation.</li> <li>- Expresses himself aggressively as a first instinct (Better Health Channel, 2014).</li> </ul>	<ul style="list-style-type: none"> <li>- Informal social interactions such as hanging around public places.</li> <li>- Mainly male role models at home.</li> <li>- At school, due to Oppositional Defiant Disorder, he often prefers to be by himself (Better Health Channel, 2014).</li> </ul>	<ul style="list-style-type: none"> <li>- Interests include bike riding, going to the shopping centre, and computer games.</li> <li>- Max's behaviour includes; easily annoyed, argues frequently with adults, particularly parents and teachers, disobeys rules, and blames others (EDFD221, 2013).</li> </ul>	<ul style="list-style-type: none"> <li>- His interest in bike riding helps the development of motor skills such as hand-eye coordination.</li> <li>- At school in particular his attention is poor due to his lack of memory and language skills, as he struggles to engage (Milne, Edwards &amp; Murchie, 2001).</li> </ul>	<ul style="list-style-type: none"> <li>- Preferred learning style is predominately kinaesthetic as he works with concrete materials.</li> <li>- He also benefits as a visual learner.</li> <li>- He prefers working individually, yet struggles with self-motivation.</li> <li>- He struggles with self-regulation (Woolfolk &amp; Margetts, 2009).</li> </ul>
Implications	<p><b>Home-</b> Low engagement with verbal and written language due to lack of family structure.</p> <p><b>School-</b> Due to poor language skills, he struggles with comprehending</p>	<p><b>Home-</b> Due to over working commitments, Max's father is rarely present to provide formal and measured interaction</p> <p><b>School-</b> He does not respond well to</p>	<p><b>Home-</b> Max is living in an unstructured home environment, that leads to unguided decisions, since there is no encouragement to develop new interests or alter his behaviour positively.</p>	<p><b>Home-</b> Due to his single father's work commitments, there is limited opportunity to facilitate his education and create a supportive literary environment.</p> <p><b>School-</b> Max's sensory processing at school is</p>	<p><b>Home-</b> He has the opportunity to work in his preferred learning style. However due to the absence of discipline, Max finds it difficult to find the motivation to participate or complete the homework.</p>

	<p>instructions, which leads to frustration.</p> <p><b>Community-</b> Informal interactions leads to lack of potential language development.</p>	<p>female authorities.</p> <p><b>Community-</b> Absorbing poor models of social behaviour from informal interactions in the community.</p>	<p><b>School-</b> A lack and difficulty of interaction with students of his own age. He does not recognise authority and struggles to follow directions as a result.</p> <p><b>Community-</b> The community in which he is engaging in social interactions, is in a less constructive means, which is not encouraging a change in actions or interests.</p>	<p>low due to a lack of engagement at home. This makes it difficult for him to understand how to respond to the stimuli that is provided in a school setting.</p> <p><b>Community-</b> Max is not obligated to participate in certain activities but rather chooses stimuli that reflect his interests.</p>	<p><b>School-</b> He works well when provided with concrete materials or visual aids. However if these learning materials are not provided in the classroom, Max struggles to engage with the learning content.</p> <p><b>Community-</b> While he is actively involved in bike riding, he is not participating in extra curricular activities that conform to his preferred learning styles.</p>
<b>Strategies</b>	<p>Provide oral language opportunities to develop fluency in communication with both German and English (McCandlish, 2012).</p>	<p>Providing support for Max through the guidance of a counsellor that encourages different strategies to express his feelings and emotions (Bradshaw, 2000).</p>	<p>Creating opportunities for extra curricular activities for Max to participate within the school to extend his interests and develop academic and non-academic skills. (Holloway, 2002)</p>	<p>Designing a personal timetable that is structured and detailed for both home and school.</p>	<p>At school, Max needs short direct instructions in order to comprehend the activity (All Kinds of Minds, 2014).</p>

## Independent Learning Planner

Up to entry skills	Goals (Learning Outcomes)	Strategies	Assessment
<p><u>Attention-Academic</u></p> <p>Max is able to participate in activities well if he has an interest in them however finds activities hard to concentrate in if the interest is low. Frustration with other areas of concern can cause Max to lose focus.</p>	<p><b>Long-term goal:</b> Max will be actively participating in an entire day of school.</p> <p><b>Short term goals/Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Able to actively engage for thirty minutes of a lesson.</li> <li>2. Engage with an entire lesson consistently.</li> <li>3. Engage in the lessons for half a day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning with an external reward system such as computer game time at the end of the day for each 30 minutes of attention achieved.</li> <li>2. To develop intrinsic attention within class time, Max will be able to change the structure and method to complete the activity. (Education.com, 2014)</li> <li>3. Praise attention efforts that were completed without persistent prompting (All Kinds of Minds, 2014).</li> </ol>	<ol style="list-style-type: none"> <li>1. Informal observation of participation to establish if the reward is given.</li> <li>2. Max has completed assigned task within the structure he decided.</li> <li>3. Significant increase in work output and less input into micro management and prompting.</li> </ol>
<p><u>Memory- Academic</u></p> <p>Max remembers topics that he has an interest in such as bike riding,</p>	<p><b>Long-term goal:</b> Max will be able to remember episodic, specific details and events across both short-term and long-term periods.</p>	<ol style="list-style-type: none"> <li>1. Teacher will provide specific directions, (Burgess, 2014) and ask students for directions to be repeated and what they mean. Use visual aids to assist with instructions (Thorne, 2006).</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence of completing the task as directed initially.</li> <li>2. Have a weekly reflection on what was learnt throughout the week using visual prompts of content covered. Weekly</li> </ol>

<p>computer games etc however struggles with content that lies outside of these interests. Max also struggles to recall directions however with guidance he is able to follow instructions and complete activities.</p>	<p><b>Short term goals/Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Recall directions and instructions.</li> <li>2. Remember the topics that were discussed throughout the week.</li> <li>3. Demonstrating knowledge of content learnt over the term.</li> </ol>	<ol style="list-style-type: none"> <li>2. Post day discussion (Banikowski, 1999) to be held every day to provide opportunity for review of content covered throughout the day. These discussions will assist in weekly reflections.</li> <li>3. Using weekly reflections developed over the term to revise for an end of term assessment task (Epstein, 2003).</li> </ol>	<p>reflections will be collected throughout the term to provide feedback on progress.</p> <ol style="list-style-type: none"> <li>3. End of term assessment task to show retention of content taught over the term.</li> </ol>
<p><u>Language-Academic</u></p> <p>Max's oral language skills are limited as his social interactions mainly occur in informal settings such as local shopping centres. His low level of oral language has in effect influenced the development of his written language. Max</p>	<p><b>Long-term goal:</b> Max will be able to form more complex sentences that involve more than one idea for verbal and written purposes by the end of the year.</p> <p><b>Short-term goals/Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. He will develop his word bank of descriptive language to enhance his sentences by the end of term one (Hill, 2012).</li> <li>2. By the end of term two, he will learn to plan and record his ideas prior to</li> </ol>	<ol style="list-style-type: none"> <li>1. Max will have a partially filled vocabulary chart on his desk with descriptive language that he can utilise and also add to as he builds his vocabulary (Hill, 2012).</li> <li>2. Max will use graphic organisers and mind mapping programs such as <i>Inspiration</i> and iPad apps such as <i>MindMeister</i> to plan and order his ideas before beginning to write a piece of work (All Kinds of Minds, 2014; Sailors, 2012).</li> <li>3. The class will engage in oral language and role play activities with the focus being on developing</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe Max's use of new vocabulary through completed writing tasks and oral language activities. Teacher to make note of these occurrences on checklist.</li> <li>2. Collect printed or written plans made by Max to evaluate the effectiveness of this planning process to see if his plans reflect his writing pieces.</li> <li>3. Students and teacher to complete evaluations of</li> </ol>

<p>can construct basic sentences in oral and written language forms and contributes his ideas when he is engaged and interested in whole class discussions.</p>	<p>writing a piece of work (All Kinds of Minds, 2014).</p> <p>3. He will be able to use the appropriate language to communicate and work with small and large groups of peers to complete multiple short tasks by the end of term three (Beckman, 2009).</p>	<p>their interactional language so that they can all learn to interact and communicate with each other (Halliday, as cited in Hill, 2012).</p>	<p>the success of each member's participation in the group to collaborate and negotiate ideas. The effectiveness of these evaluations will be compared over the term.</p>
<p><u>Social cognition- Emotional and Social</u></p> <p>Lack of interaction with students of his own age, however interacts frequently with people within the community outside of school hours. Max has difficulty associating with adults of an authoritative figure however does not struggle to interact in</p>	<p><b>Long term Goal:</b> Improve in social interaction within the school setting, by minimizing incidents of negative social behaviour and conflict (Ornaghi, Brockmeier &amp; Grazzani, 2014).</p> <p><b>Short term goals:</b></p> <ol style="list-style-type: none"> <li>1. Being able to recite the rules of respect within the classroom. To ensure awareness of appropriate behaviour by the end of term one.</li> <li>2. Learning the skills to</li> </ol>	<ol style="list-style-type: none"> <li>1. In each situation where a rule is discussed or occurs children will be asked hypothetical questions to prompt for the correct rule of respect.</li> <li>2. Educating the class on how to express their feelings and emotions through communicating with others. Providing the vocabulary required to express these feelings.</li> <li>3. Teaching the students how to work as a group by assigning roles to each member to ensure effectiveness of the group collaboration while briefing them in proper social behaviours (Gross, 2004).</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition of rules in the situations that arise to prove that the student has an understanding of the rules set within the classroom.</li> <li>2. Informal observation of Max coping with his feelings improving.</li> <li>3. Decrease seen in aggravation inside and outside of class.</li> <li>4. Student completes a self-evaluation of their ability to fulfil the role assigned to them and their comfort in working as a part of a</li> </ol>

informal settings.	establish and maintain friendships by extending friendship groups with students of similar age throughout the beginning of the year. 3. Collaboration with peers through the use of group work by the end of term four.		group.
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## **Evaluation**

As a group we met on three separate occasions to collaboratively work through the assignment. At our first meeting we finished our matrix and had discussions about the types of goals we were thinking of for our avatar. After our initial meeting we organized to have an idea of the goals we each wanted to complete written down before our next meeting. At our next meeting we worked through the goals as a group and used the ideas created individually for the goals to create the backbone for what became the goals written in the ILP. The remainder of the work, most specifically referencing the ideas for each of our goals and the idea behind them was completed at home and Sarah compiled all of our written work together and uploaded. Most of our assignment was completed in collaboration with one another as we felt that the assignment required group work to enable us to feel as though we were looking after a specific child's needs as teachers ourselves.



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