

Learning Program Case Study (Ewan)

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Subject

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Submission Date

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Learning Program Case Study (Ewan)

1. Introduction

This paper analyzes Ewan's case study and presents an individualized learning program and lesson plans to help improve the boy's development and behavioural issues associated with his condition. Ewan currently suffers from Asperger Syndrome, which he was diagnosed with when he was seven years old. The paper explores the student-centred and interdisciplinary approaches to establish how they can be implemented to help improve Ewan's condition. The frameworks place Ewan at the centre of decision-making and planning for his learning program. This paper provides a comprehensive learning plan to support Ewan's school and home curriculum through an inclusive learning approach.

1.1 Ewan's Description and Background

Ewan is currently nine years old and lives with his father, mother, and two younger siblings in their home. At just the age of seven, Ewan was diagnosed with Aspergers Syndrome, which has significantly affected his communication and social skills, among others. Because of Ewan's condition, his younger brother is more active and often accomplishes tasks independently. Ewan has a friend, Robert, whom he met at his former school. His relationship with Robert is even stronger than the one he has with his parents. According to Ewan's parents, his behaviours at home have significantly deteriorated. Often, he remains in his room and declines to join the family to engage in physical activities. He experiences difficulty adhering to complex instructions and, in most cases, repeats questions or statements.

When discussing his favourite television show with friends, Ewan communicates relatively well, but his communication ability is poor when talking about other matters like

schoolwork. Ewan has a great interest in Japanese items and loves playing games on his iPhone. He also likes to read stories but experiences difficulty analyzing texts and drawing comprehensive meaning from them. Ewan likes watching The Simpsons and anime on TV in the company of his friend Robert. He also likes art, especially at school but does not like industrial design and technology. Despite not liking physical activities, Ewan occasionally goes bike riding.

1.2 Educational Environment

Before enrolling on the current school, Ewan was in a private school where his parents decided to withdraw him because of bullying and health problems. He spent a whole year homeschooling, a factor that worsened his behavioural performance. For instance, the mother reported that his behaviour at home had deteriorated. After discussing Ewan's homeschooling problems with Robert's mother, she recommended enrolling him on Robert's school because they were close friends. Ewan was enrolled on the recommended school during the last term of year eight. Interestingly, he quickly got used to the new system even though he liked being close to Robert.

Ewan likes reading and has enough understanding of various stories and characters. However, his difficulty in analyzing the texts makes it challenging for him to draw deeper meanings from such stories, which may impact his schooling. Ewan rarely socializes with other students. His mother reported that he had no friends at his former school because of his poor social skills. At school, Ewan likes arts but does not like Industrial Design and Technology (IDT). He has a problem expressing his interests, making it difficult for the teachers to know the areas to emphasize. Ewan presently takes Graphics with Robert but finds it very challenging. He

stated that he will shift to something different from Graphics the following year but can't tell the exact thing he will shift to because of his poor expressive skills.

Noise and dust bother Ewan and explain why he found IDT very challenging. His memory was good in memorizing tv shows but very poor in memorizing the school information. This made it difficult for Ewan to remember the things taught in past classes. According to his teachers' reports, Ewan faces a challenge working on tasks that demand independent performance and advanced problem-solving skills. Ewan also takes a lot of time to start working on a task, and if he does, he fails to finish it by the end of the lesson. He likes English but experiences some difficulty with Maths.

Robert will be promoted to the next class the following year, and this seems to be bothering Ewan already, reflected by his anxious state. Ewan is also expected to begin thinking about his 10-12 curriculum, but he has not stated his preferred elective subjects because of his inability to express his interests. His parents are supportive and encourage him to pursue a career of his choice without influencing him.

1.3 Developmental History

Ewan is currently nine years old. His Aspergers Syndrome was established when he was seven years old. Ewan feels extremely shy and prefers to remain silent. Ewan does not initiate conversations, and if he does, it happens on very rare occasions. He feels persistent tiredness and regularly experiences stomach aches, severe headaches and phlegm in the throat. Ewan currently has a low muscle tone, which must have led to his clumsy behaviour. His walking style is abnormal because he slumps his shoulders and maintains his arms in a stationary position. This suggests a possibility of poor muscle coordination.

Ewan has no interest in physical exercise and often argues with his parents when asked to participate in family or individual physical activities. He also does not like to spend longer periods outdoors due to his sensitivity to sunlight. Ewan sometimes engages in bike riding but dislikes swimming and has no swimming records. His fine motor skills are sufficient for performing ordinary tasks. However, Ewan takes relatively longer when writing and frequently develops sores on his fingers from holding the pencil too firmly. His vocabulary is relatively good for expressing himself but is sometimes poor and difficult to understand. Ewan confessed that he experiences difficulty communicating his ideas, although he has not been subjected to formal speech or language assessment to verify this.

Ewan faces a big challenge following complex directions because of his inability to draw meaning from advanced terminologies. Instead, he repeats the questions or statements, thereby showing that he has not understood the given instructions. When discussing his preferred tv shows with friends, Ewan's communication is always good. However, he faces difficulty communicating in class. He experiences a big problem understanding the information communicated verbally in class. Ewan's cognitive ability also seems above average, although no formal assessment has been performed to verify the validity. Ewan is often depressed and inactive, a factor that worries his mother so much.

1.4 Support Network

The support network will comprise Ewan's parents (father and mother), support teacher, school principal, school therapist/counsellor, peers/other students and external therapist, as shown below.

EDUCATION SUPPORT PLANNING TEAM

Name/Identity	Role	Contact number/email	Signatures	Date
Parents (Father and mother)	Share Ewan's needs, interests, strengths, weaknesses and goals with teacher and interdisciplinary team. Also support Ewan's behavioral and cognitive development.	Tel: 061 215 4567 Email: terryjohn@yahoo.com		1/6/2022
Support teacher	Identifies, record and respond to learning needs of Ewan. Share information with other behavioral experts to promote interdisciplinary approach.	Tel: 020 578 3452 Email: speter@vsu.edu.au		1/6/2022
School principal	Implement and coordinate a whole school learning approach that favour the needs of all children with needs like Ewan. Allocate adequate resources for students with special needs to support and promote the success of special education programs.	Tel: 020 578 3500 Email: principalsteve@vsu.edu.au		2/6/2022
Robert and other students	Assist Ewan with various school tasks. Help Ewan understand unclear instructions. Engage Ewan in class work and physical activities off the class.	N/A		1/6/2022
School therapist	Guide behavioral development of Ewan and other students. Integrate the professional knowledge and experience to promote student's mental health. Link the students with special needs to external organizations concerned with children behavioral development. Identify and address development and behavioral issues affecting learners at school.	Tel: 020 578 3550 Email: dr.sarahk@vcu.edu.au		2/6/2022
External therapist	Coordinate community approach to promote learning programs	Tel: 061 490 2750		

	for students with special needs like Ewan. Collaborate with school therapists to support the special learning programs.	Email: dr.paulw@sc.org.au		2/6/2022
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2. Student-Centered Approach

The student-centred approach places the students at the centre of planning and decision-making. It allows the students to choose the materials they learn and how they use them to learn (Ali, 2019). This promotes an inclusive learning model in which the students are involved in the learning program's planning, implementation, and assessment. Since this approach prioritizes the individual learners, it is also referred to as a personalized approach (Leow, 2015). The student-centred approach, in this case, will allow Ewan to share his needs, goals, strengths, and weaknesses to be used in the planning process.

2.1 Future Vision

The Cycle of Learning (CoL) framework is essential in this case because it promotes assessment of the needs, goal setting, implementation (delivering) of strategies and evaluation of learning (Schwarz et al., 2018). The four elements make the cycle of learning a crucial framework for achieving the future vision necessary for implementing an individual learning plan (ILP).

The CoL provides a systematic and effective framework to assess the student to acquire the critical information for creating the ILP. Such information serves as the baseline for current performance and forms the basis of decision-making when implementing the ILP (Webster et al., 2017). In this case, Ewan's needs, interests and abilities will be established using the assessment element to support the ILP in determining the student's baselines and needs to prioritise.

Assessment will also help to monitor the students' progress (Ewan in this case), assess the effectiveness of the intervention strategies and support planning for future interventions. Ewan and his family will be assessed to obtain information about his needs, assets (strengths and interests), goals and weaknesses. The assessment includes Ewan in the decision-making procedure and positively impacts his self-determination toward attaining the future vision.

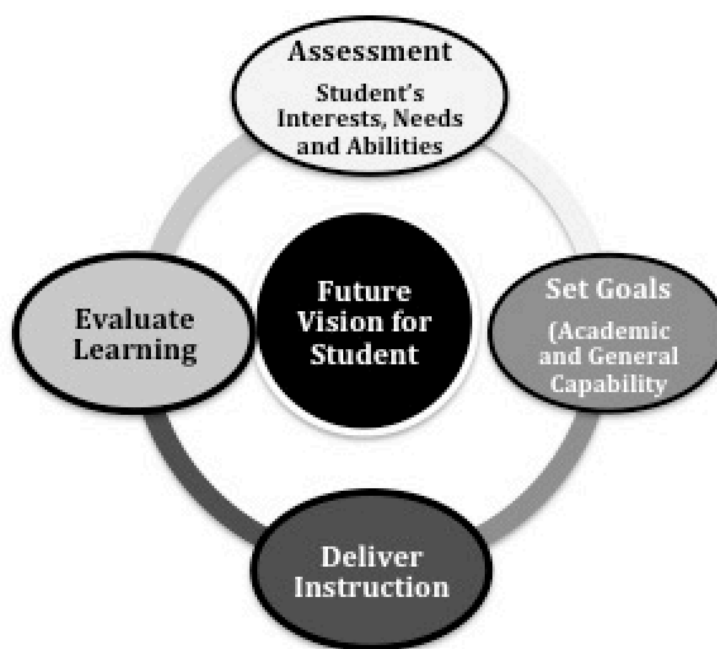


Figure 1: Cycle of Learning (Source: ResearchGate)

The planning team led by the support teacher will utilize the acquired information to set goals based on the priority of the needs and interests. In this case, Ewan likes reading, enjoys anything Japanese, likes playing games on his iPhone, has a good memory for things that interest him and enjoys watching Simpsons and the anime tv. He also likes riding a bike, has a good vocabulary and cognitive ability, excellently maintains a relationship with Robert and prefers visual instructions. This information on academics and general capability will enable the planning team to create vision-oriented goals that are specific, measurable, attainable, relevant and timely (V-SMART). The V-SMART goals are suitable in Ewan's case because they promote

the success of the ILP. The team then establishes the most suitable evidence-based strategies to utilize in implementing/delivering the instructions to the students.

The evaluation stage will help assess the progress of Ewan and other students in need. Ewan's performance score will be evaluated using formal methods like a rating scale and informal methods such as observation and informal discussion. According to Webster et al. (2017), learning evaluation will also help establish the effectiveness of the evidence-based strategies used in the ILP. Similarly, formal and informal approaches will be utilized, and better interventions will be implemented to enhance the effectiveness of applied strategies. For instance, Ewan has a poor ability to communicate his interests and future desires; therefore, allowing him to use visuals to express his needs will be a suitable approach to include him in the planning and decision-making.

3. Interdisciplinary Approach

The interdisciplinary approach integrates knowledge, materials and human resources from different disciplines to achieve common goals through collaboration and teamwork (Cascio et al., 2016). In this case, the interdisciplinary approach will bring together the school staff (including support teacher and principal), Ewan's parents, school therapist, external therapist and students to promote the achievement of the ILP goals. The interdisciplinary approach can also be referred to as a collaborative approach (Sobel & Li, 2013). It will allow the teachers to collaborate with experts from other fields to acquire the needed data, frameworks and interventions to address the needs of students like Ewan. In the interdisciplinary approach, every stakeholder will have a specific role that will be vital in achieving the overall goals.

The support teacher will play the most significant role in promoting the success of the ILP. The support teacher will be the primary instructor of Ewan during class lessons. The support teacher is professionally prepared and experienced in guiding students with various needs towards attaining their goals (Wadhera & Kakkar, 2020). In this case, the teacher will apply his expertise to guide Ewan to become a confident individual capable of using the vocabulary in the right way to express his needs and interests. As the instructor, the support teacher will share information with Ewan and other students to promote their communication and social and cognitive skills.

The support teacher will also control the learning program and actual learning process (Stokes et al., 2017). He will decide on the ILP activities to focus on based on the present needs of Ewan and other children. The teacher will control the lesson during class sessions to ensure that the activities directly address Ewan's needs, interests, and goals. The teacher maintains a high discipline level among the students by controlling the class, thereby promoting Ewan's learning progress. The support teacher will also serve as a role model to students (Stokes et al., 2017). He will lead by example through demonstrations. The support teacher will mentor Ewan because he does not like sharing his information with his family members. The teacher will also collect the information about Ewan's needs, share it with school and external therapists and look for a suitable intervention to address them.

The parents will play a vital role in the interdisciplinary team by serving as the mouthpiece for Ewan. Through assessment, they will share with the support teacher and therapist the needs, strengths, weaknesses and interests of Ewan for use in the planning and decision-making process (Merk, 2021). The parents will also support the ILP by guiding and controlling Ewan's behaviour at home. The students will be essential to the collaborative team by

reporting Ewan's progress to the teacher. The teacher will use the student's report to establish their progress of Ewan and establish specific areas to improve.

The school therapist will collaborate with the support teacher to monitor the progress of Ewan and advice on the effective interventions to implement in the ILP to promote the achievement of desired outcomes (May et al., 2019). The school therapist will link the school to external organizations seeking to support the education of children with special needs like Ewan. Creating a support network with external stakeholders will increase resource availability, thereby promoting the success of the ILP. The external therapist will also be a vital part of the interdisciplinary team. He will collaborate with the school therapist by sharing research findings and EBP interventions necessary to transform the ILP into a success (May et al., 2019). Operating collaboratively will promote the effectiveness and efficiency of the ILP, thereby helping to achieve the set objectives.

4. Assessment

Both the formal and informal strategies will be utilized as the primary assessment methods for the ILP. In particular, the Individual Strengths and Skills Inventory (ISSI) and Family Needs Assessment (FNA) are the non-standardized assessment methods utilized to assess Ewan and his parents when gathering information on his needs, interests, and strengths, weaknesses and goals. These assessment methods help establish Ewan's needs, strengths and interests.

5. Individual Learning Plan

5.1 Parents

Literacy/Numeracy Skills: Ewan loves reading and has a great passion for English. However, he does not like Maths. Ewan can write but takes longer to do so. His finger often develops soreness from holding the pencil too firmly.
Language (understanding and using oral language to communicate): Ewan's expressive vocabulary is good but worsens when he tries to express himself in a social setting. This causes him to struggle to express himself in public. Ewan also stated that he experiences difficulty communicating. He has difficulty understanding oral information shared in class, and must be assisted for him to understand.
Personal/social (self/social awareness and management) Ewan has poor social skills, which caused him to have no peer friends in his former school. He rarely interacts with his family members. Ewan lacks self-management skills; therefore, he cannot decide on his own what he wants.
Life skills: Ewan has poor life skills and cannot make independent decisions unless others assist him. He lacks adequate critical analysis skills to analyze texts and draw deeper meaning from them. Ewan has poor decision-making skills that limit his ability to decide what he wants in his life.
Other: We want our child to improve his communication, social and decision-making skills. We hope that Ewan will communicate excellently, have many friends and make independent decisions in his life.

5.2 Student

In the future I really want to: Communicate better, interact well with people and make independent decisions.
I am really good at: Remembering things within my area of interest.

Riding bike when I feel to do so. Reading stories. Maintaining good relationship with my friend Robert.
This year I really want to learn: Communicate well and interact better with people.
One thing I can do to achieve this goal(s) is to: Seek assistance from my support teacher or friend (Robert) when I face communication or interaction difficulty.
You can help me by: Improving my sign and oral language skills.

5.3 Student Profile

Student: Ewan

Diagnosis: Aspergers Syndrome

Date: 1/6/2022

Student Photo	Future Pathways (3 years) For the next three years, Ewan will attend a mainstream learning class with other students to learn to improve his communication, social/interaction, decision-making skills and concentration. By the end of the three years, Ewan will be able to communicate excellently with people, interact well with peers and family members and make independent decisions about things he wants in his life.
	Vision Statement for next 3 years To be an excellent communicator capable of sharing information and expressing personal interests to teachers, students and family members. Ewan will easily initiate social interactions with peers and family members, be able to make independent decisions about things he wants in life without depending on other people and effectively concentrate when doing activities.
	Assets (Interests/Strengths) Ewan's expressive vocabulary is relatively good. Good ability to communicate well with his friend (Robert) when discussing about his favourite tv program. Loyal and able to maintain good friendship with Robert is good for a start. Loves reading and comprehends stories and characters. Highly interested in any Japanese item and like playing games on his iPhone. Ewan's cognitive ability exceeds average. Really likes art at school.
	Barriers Health issues that made his parents to withdraw him from his previous school. Difficulty following advanced guidelines and understanding oral information shared in class.

Inability to make independent decisions about what he wants.				
Priorities for next 3 years. Excellent communication skills Good social communication/interaction skills Self-management and focus				
Information processing/ Academic	Communication	Social/Emotional	Sensory/Motor (Environment)	Restricted and Repetitive Behaviours and Interests
Characteristics – What are the student's current strengths and needs?				
Ewan faces difficulty remembering school information and other information unrelated to his field of interest. Enjoys using his iPhone to play games and likes watching his favourite tv shows.	Ewan has a reasonably good expressive vocabulary when talking about his favourite tv show. Understands instructions easily if accompanied by visuals. Experiences a challenge in expressing his interests and ideas.	Ewan does not socialise much with fellow students and presently has only one friend (Robert). Ewan does not initiate social interactions. He also rejects interacting with family members. Ewan's emotions are easily affected by situations around him. He is already anxious because Robert will go to the next class the following year.	Ewan is very sensitive to sunlight and does not prefer staying outside for extended periods. Sensitive to dust and loud noise.	Ewan faces difficulty starting tasks independently, maintaining focus and completing them without help. He experiences difficulty following advanced instructions. He also finds it challenging to understand oral instructions in class.
Impact– How will these characteristics impact the student at school and in the community?				
The iPhone (technological equipment) boosts Ewan's memory by helping him remember past school information. Ewan's general focus and social skills may be adversely affected by focusing on playing games and watching favourite TV programs.	The fairly good vocabulary promotes Ewan's ability to communicate with peers at school and people in the community. An easy understanding of visuals allows him to follow visual instructions given by the teacher or society members. The difficulty of expressing oneself may affect Ewan's	Ewan may continue having only one friend at school and no peer friends in the community. The anxiety may affect his social skills, causing him to avoid interacting with other students and people in the community.	The sensitivity to sunlight causes Ewan to spend most of his time indoors. This may affect his ability to play with fellow students at school or participate in organized community outdoor events. The sensitivity to dust and noise caused Ewan to dislike the IDT at school. It, therefore, affected his career because he already plans to drop	The lack of independence has caused Ewan to over-depend on his friend Robert. He is likely to miss assignment deadlines at school. Ewan's confusion may worsen, making him repeat instructions rather than follow orders. The confusion may affect his focus at school.

	ability to contribute to class and group discussions or community group activities.		the course. Ewan may also avoid open community forums and workshops, thereby limiting his ability to interact with diverse people and improve his social skills.	
Key Strategies – What strategies in general are necessary to support the child to achieve their goals?				
Video modelling of class activities on Ewan's iPhone allows him to carry it home and practice the activities on his own. Providing printed notes to students and projecting videos and images (visuals) during lessons to reduce note-writing tasks.	Provide visual aids such as checklists, note cards and video projections to support texts with graphics for easy understanding. Integrate verbal and non-verbal cues when communicating with children. Break down questions into simple and easy-to-follow prompts to promote easy understanding. Provide instructional scaffolding to boost students' learning abilities.	Peer Mediated Instruction and Intervention (PMII). The peers with no ASD will be trained to positively engage Ewan and other ASD students through educative social interactions. A self-control strategy will help Ewan regulate his emotions and himself, thereby impacting his social skills.	Change of curriculum, for example, introducing a new curriculum that produces little noise and dust. Indoor physical activities such as the gym can also be implemented. The changes will save Ewan from the outdoor sunlight, which he is sensitive to.	Self-management strategy in which Ewan will track his daily behaviour, record improvements and note the behaviours that require further interventions. The support teacher will use instructional scaffolding to support Ewan's learning by providing communication visuals for guidance.

5.4 V-SMART Goals, Priorities and EBP

PRIORITY AND EBP STRATEGIES	GOALS	CURRENT LEVEL (BASELINE)	SUPPORT AND ROLES
Communication Easily and freely communicate needs and interests to teaching staff and fellow students. Instructional scaffolding	Ewan will communicate to at least 5 students per day (both in and out of class). He will use a five-point scale to monitor and record his daily progress and present to the support	Ewan has a problem communicating his ideas and interests. His sentences are sometimes out of order when communicating.	The support teacher provides visual instructional support to promote Ewan's learning and understanding of complex instructions.

Sign language/ visual support Self-monitoring	teacher daily at the end of the day. Each value on the scale represents a single interaction with the students. Expected daily rating outcome is 3,4 or 5 for the entire 3 years.		The teacher collects data and monitors Ewan's learning progress. The report helps to systematically build Ewan's knowledge and experience to help him enhance his communication skills. Ewan uses a self-assessment strategy (5-point rating scale) to monitor his progress in developing communication skills. Self-monitoring boosts self-determination.
Social communication Easily and frequently initiate social interactions with peers, family members and other people. Teacher, parents and Peer support Visual support	Ewan will initiate at least five conversations every week (both at school and at home) for the rest of term three of year eight and terms 1-3 of year 9. Visual support will be provided to Ewan to guide him in initiating social interactions. A five-point rating scale will be used to monitor his progress. A rating of 3,4, or 5 will show a significant improvement in social communication skills.	Ewan does not initiate conversations except in very rare occasions. His level of shyness and silence is extreme. At home, Ewan is reluctant to interact with family members.	The teacher monitors Ewan's interaction progress and provides a visual checklist to guide him when initiating interactions (Stokes et al., 2017). The support teacher provides visual support and allows Ewan to practice initiating interaction twice per week during the lesson. The parents monitor Ewan at home and encourage him to initiate interactions by playing Simpson and anime on the television when he is around. Peers provide informal feedback when Ewan initiates interactions with them out of the class. Peers also encourage him to engage in social interactions in the playground. The school therapist will collaborate with the teacher to support and

			address Ewan's needs (Stokes et al., 2017).
Self-management Make independent and self-informed decisions, both at school and at home. Also focus at school and at home. Self-monitoring Structured teaching	Ewan will decide independently and inform the teacher of his preferences for the years 10-12 curriculum. Ewan will start at least two tasks independently and complete them without assistance every week until the end of term 2, year 9.	Ewan has difficulty working independently or handling tasks that demand independent operations. He spends a lot of time starting a task and cannot finish the task by the end of the lesson.	The support teacher provides visual and oral instructions to promote Ewan's understanding of oral information in class. Teach also monitors Ewan and collects data on his progress to support his self-management skills development. The school therapist collaborates with the support teacher to develop an effective checklist to provide to Ewan. The school principal monitors the progress of Ewan and the effectiveness of the training program for students in general.

5.5 Assessment Strategies for Goals

5.5.1 Goal 1 - Communication

Self-Monitoring Point Scale



Ewan will use a five-point scale to monitor and record his daily progress. He will present the report to the support teacher every day in the evening. Ewan will be expected to communicate with at least five students per day (both in and out of class). Each value in the scale will therefore represent communication with a single student.

The current level represents the baseline where Ewan is before the learning begins. If Ewan communicates with only one student in a day, his performance will be poor and rated 1. If he communicates with two students in a day, the performance is unsatisfactory and rated 2. Communication with three students in a day is satisfactory and rated 3 (above average performance). If Ewan communicates with four students in a single day, the performance will be *very satisfactory* and rated four, although it will still be below the required value. Communication with five students in a day will meet the requirements and be rated 5, representing an *outstanding* performance. If Ewan communicates with more than five students in a day, it will still be rated five, but the extra value will be noted in the additional information section.

5.5.2 Goal 2 - Social Communication

Visual Support

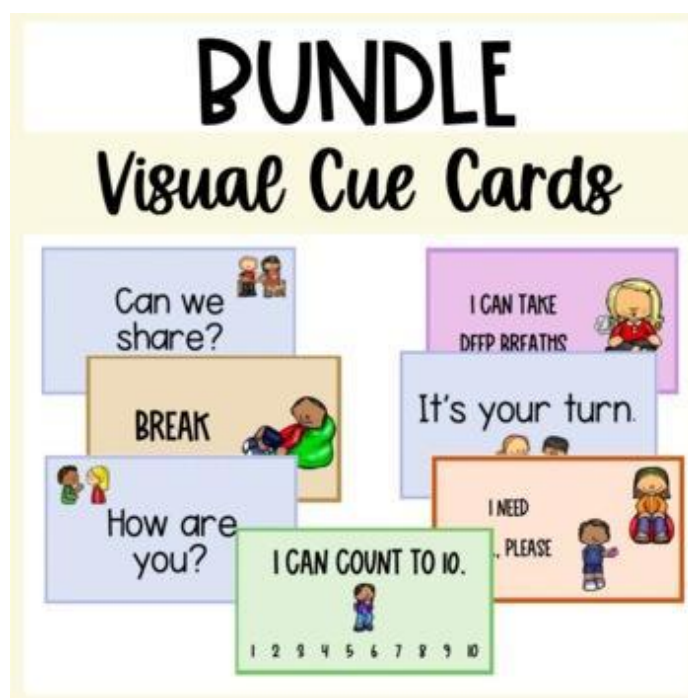


Figure 2: Visual support for social interaction (Diamond, 2018)

Ewan will initiate at least five conversations every week (both at school and at home) for the rest of term three of year eight and terms 1-3 of year 9. Visual support will be provided to Ewan to guide him in initiating social interactions (Hall, 2017). A five-point rating scale will be used to monitor his progress. The rating criteria used for goal 1 will be used here. If Ewan initiates interaction with one peer in the entire week, the performance will be rated 1 (poor). If he initiates interactions with two students in a week, the rating will be 2 (unsatisfactory), and for three students will be 3 (satisfactory). Interaction with four students in a week will be rated 4 (very satisfactory), and five will be rated 5 (outstanding). Any extra value above five will be noted in the additional information section but rated 5.

5.5.3 Goal 3 – Self-management

Structured Teaching

Ewan will be expected to make independent decisions and inform the teacher of his preferences for the 10-12 curriculum. He will also start at least two tasks independently and complete them without assistance every week until the end of term 2, year 9. The teacher will provide Ewan with a structured teaching visual shown below to support the development of his self-management skills. The visual will provide timely and specific activities using texts and images to promote easy understanding (Hume et al., 2014; Gunn et al., 2014). The schedule will help Ewan develop his schedule, which he can use to start tasks independently and focus on completing them within the specified durations.

WEDNESDAY	
PERIOD 1 8:50 - 9:00 AM	Announcements
9:00 - 9:25 AM	Journal
9:25 - 9:50 AM	Word Building
9:50 - 10:00 AM	Mini-Break
10:00 - 10:15 AM	Social Skills
PERIOD 2 10:15 - 10:25 AM	Snack Break
10:25 - 11:35 AM	Lunch
11:35 - 12:25 PM	Community walk Leisure Game
PERIOD 4 12:25 - 1:40 PM	work skills
PERIOD 5 1:45 - 2:35 PM	Bus Time
2:35 - 2:45 PM	

Figure 3: Structured teaching visual schedule (Source: AMDSB website)

Ewan will use a five-point rating scale to manage his progress. Currently, he faces difficulty starting tasks independently and cannot finish the tasks within the specified duration (before the lesson ends). If Ewan starts at least two tasks and finishes them within the specified time, it will be rated five. If he starts two tasks independently but completes them after the deadline, the rating will be 4. If Ewan starts one task independently but is assisted in starting the second one and completes them in time, the rating will be 3. If he is assisted in starting both tasks but finishes in time, he will receive a rating of 2. If Ewan is assisted in starting the tasks but does not finish within the time limit, he receives a 1 rating.

5.6 Goal Attainment Scale

Evaluation will help assess the effectiveness and efficiency of the EBP strategies in attaining the stated goals. Therefore, the interdisciplinary team must work together, share their findings, and utilize common frameworks to carry out the evaluation successfully (Sobel & Li, 2013). The goal attainment scale will help assess Ewan's progress in achieving the goals and the effectiveness of the strategies, as shown below.

5.6.1 Goal 1 (*Communication*)

Through instructional scaffolding and visual support/sign language, Ewan will communicate to at least five students per day (both in and out of class) until term 2 of year nine ends.

Present level of performance (-2)	Some Progress (-1)	Achieved expected level of outcome	Achieved more than expected	Achieved much more than expected	Evaluation/Date
Ewan cannot communicate his ideas and interests. His sentences are out of order when communicating.	Ewan uses visuals and instructional scaffolding to communicate with one or two people every day until the end of term 2, year 9. He frequently makes mistakes while communicating.	Ewan relies on visuals and instructional scaffolding to communicate with three people every day until term 2 of year 9 ends. His sentences contain a few mistakes.	With little visual and scaffolding support, Ewan communicates to four or five people everyday until the end of term 2, year 9. The sentences contain no mistakes.	Ewan communicates easily to at least five students every day until the end of term of year 9. His sentences are outstanding and contain no mistakes.	

5.6.2 Goal 2 (*Social Communication*)

Ewan will initiate at least five social interactions every week (both at school and at home) for the rest of term three of year eight and terms 1-3 of year 9. Ewan will receive visual support to guide him in

initiating social interactions. He will use a five-point rating scale to monitor his progress. A rating of 3,4 or 5 will significantly improve his social communication skills.

Present level of performance (-2)	Some Progress (-1)	Achieved expected level of outcome	Achieved more than expected	Achieved much more than expected	Evaluation/Date
Ewan does not initiate conversations except on very rare occasions. His level of shyness and silence is extreme. At home, Ewan is reluctant to interact with family members.	Ewan initiates one or two interactions with other people every day with the visual aid or assistance until the end of term 3 of year 9. However, he is still shy and quiet most of the time. He occasionally interacts with family members.	Ewan easily initiates interaction with three people every day with the visual aid or assistance until the end of term 3 of year 9. He is confident and often communicates with family members.	With or without visual aid or assistance, Ewan easily and regularly initiates interaction with four or five people until the end of term 3 of year 9. He is very confident and regularly interacts with family members.	Ewan independently and easily initiates interaction with at least five people every day until the end of term 3 of year 9. His confidence is exceptional, and he always interacts with his family members.	

5.6.3 Goal 3 (Self-management)

Ewan will decide independently and inform the teacher of his preferences for the years 10-12 curriculum. He will start at least two tasks independently and complete them without assistance every week until the end of term 2, year 9.

Present level of performance (-2)	Some Progress (-1)	Achieved expected level of outcome	Achieved more than expected	Achieved much more than expected	Evaluation/Date
Ewan cannot work independently or handle tasks that demand independent	With the help of the teacher/peers, Ewan starts two tasks per week and gets	With the assistance of the teacher or peers, Ewan starts 1 task	Ewan starts two tasks independently but completes them after the deadline,	Ewan easily starts at least two tasks independently and completes	

operations. He spends a lot of time starting a task and cannot finish the task by the end of the lesson.	assistance from peers to complete them. He also finishes after the time limit. Ewan also needs assistance in deciding his preferences for years 10-12. This occurs until the end of term 2 of year 9.	without help but gets help on the other. He also completes them after the deadline, without assistance. The practice occurs every week until the end of year 9. With or without help, he also decides his preferences for years 10-12.	without assistance. This occurs every week until the end of term 2, year 9. He also decides, with or without help, his preferences for years 10-12.	them without assistance by the end of the lesson. This occurs every week until the end of term 2, year 9. He also decides independently about his preferences for years 10-12.	
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5.7 Timeline and Assessment

Ewan's performance will be assessed daily using the five-point rating scale, and a weekly average will be generated to give an overview of his general progress. The EBP strategies will be reviewed every month to establish their effectiveness and efficiency in achieving the goals. The ineffective strategies will be modified, and better interventions implemented to promote success. The goals will be reviewed every term to establish the already achieved ones and those that need to be prioritized. The data collected until term three of year nine will be used to generate the final report to establish the program's success.

	Signature	Date
Student: Ewan		
Parents		
Support Teacher		

School Principal		
School Therapist		
External Therapist		
Peers		

6. Lesson Plans

6.1 Lesson Plan 1

Year/Subject: Year 8 Communication Skills	Date: 3 June 2022	Lesson Number: 3 of 20	Length: 60 mins
Curriculum Standard: LC Unit: Communication and Social Skills	Lesson Topic: Introduction to communication and social skills	Number of students: 20 Students with Significant Needs: 1 (Ewan)	
Objectives and Goals: During this lesson, the students will attend an English and Literature class to learn communication and social skills to improve their abilities to communicate and interact with others easily and fluently. The students will be introduced to the basics of communication and social interaction to boost their understanding of the key elements of effective communication. In particular, the lesson will boost Ewan’s ability to communicate and interact with people, both at school and home/community.			
Performance Objectives: At the completion of the lesson, the students will be able to:			
All Communicate clearly with colleagues using correct verbal and non-verbal cues. Initiate social interactions with colleagues with or without the teacher’s assistance.	Most At the end of the lesson, most students in this class will be able to communicate effectively and regularly with one another. Most students will also be able to initiate social interactions with colleagues with or without any assistance from the teacher or fellow students.	Individual (Ewan) At the end of the lesson, Ewan will be able to communicate confidently and effectively using coherent sentences that are easy to understand and follow. He will be able to understand oral instructions or follow complex instructions supported with little visuals. Ewan will also be able to initiate social interactions with fellow students or family members with or without assistance.	

Resources: Simpson and anime video Projector and laptop YouTube video on “speech in a sec” Visual support and cue cards Five-point rating scale		Organisation: The lesson will target the class as a whole, various groups formed within the class (four groups of five students each) and individual students with special needs (Ewan). The lesson will commence after everyone settles. All materials will be shared after the lesson begins.	
Approx. Time	Instructional Activities: Teaching Steps	Additional Supports/Extensions/Differentiation	On-going Assessment: Checking for understanding
Introduction <i>Approx 5 mins</i>	Inform the students that the lesson will start on a new topic, “Introduction to communication and social skills”, and write it on the board. Direct the students to note down the new topic in their books/manual notepads so that the lesson can begin immediately. Ask them to brainstorm the topic in preparation for the lesson. Play a short video on communication components and social skills basics for students with ASD.	Video: “Autism communication tips.” Link: https://www.youtube.com/watch?v=AIRTKfVdEbA Video: “All About Social Skill for Kids!” Link: https://www.youtube.com/watch?v=Myf2CUx9E60	Assess students’ prior knowledge on the topic based on the accurate contribution to brainstorming questions.
Step 1 <i>Approx 20 mins</i>	Formally introduce the topic to the students at a slow pace to allow them to understand and ask questions. Give examples of communication components and social skills available in the video and how they were used. Ask students questions randomly to confirm if there is anyone who does not understand but fears raising concern.	Visual support: The teacher will provide cue cards and visual images to support instructions and promote the student’s learning (Harvie et al., 2017). The teacher will also project note slides on introduction to communication and social skills to allow the learners to visualize the notes on the board rather than dictating orally.	Observe and silently assess the ratio of students who raise hands because they know the answer to that of students whose hands are down because they do not know the answer.

Step 2 <i>Approx 20 mins</i>	Ask Ewan to select one student randomly and come with him in front of the class. Ask Ewan to read aloud two sentences projected on the board, then ask the other student to identify the communication and social components previously mentioned in the sentences. <i>Note: Ewan selected to give him the movement break to refresh himself.</i> Ask the two students to resume their seats, then explain to the entire class the meaning and how to apply the communication components identified by Ewan and his colleague. Dictate discussion questions for the four groups to note down and discuss later for presentation in the next class.	Teacher provides visual support: cue cards on communication steps.	Assess the ability of Ewan to read out the sentences on the board to the class. Assess the ability of Ewan's colleague to identify the communication and social components in the sentences read by Ewan.
Conclusion <i>Approx 15 mins</i>	Wrap up the topic and ask the students to reflect on the key communication and social components discussed during the lesson.		
Summative Assessment (if applicable this lesson) Outline the main communication and social elements discussed during today's lesson. Self-Evaluation of Learning Goals: Write questions such as "can I remember the communication and social components taught today?" and provide answers without referring to the notes, then ask a colleague to mention them to check the missing ones. Try to put the written elements into practice by communicating to at least two students after class. Rate oneself on the five-point rating scale.			
Overall Evaluation of Outcomes: Practice communicating using the acquired knowledge and skills, then ask a colleague to rate me on a five-point scale. Compare the colleague's rating to my rating to assess the similarities and differences. Next Action:			

Note down the main areas that are still not clear.

6.2 Lesson Plan 2

Year/Subject: Year 8 Communication Skills		Date: 10 June 2022	Lesson Number: 7 of 20	Length: 60 mins
Curriculum Standard: LC Unit: Self-Management Skills		Lesson Topic: Introduction to self-management	Number of students: 20 Students with Significant Needs: 1 (Ewan)	
Objectives and Goals: During this lesson, the students will learn about self-management to boost their self-management skills. At the end of the lesson, the students will be expected to familiarize themselves with the self-management skills and be in a position to put them into practice.				
Performance Objectives: At the completion of the lesson, the students will be able to:				
All Familiarize with the self-management skills. Self-manage their behaviors, emotions and make independent decisions.		Most Mention the key self-management skills presented by the teacher. Most students will also be able to self-manage their behaviours, make personal decisions and self-regulate their emotions.	Individual (Ewan) - At the end of the lesson, Ewan will be familiar with self-management skills. - Will be able to make independent decisions and self-regulate his behaviours and emotions.	
Resources: Simpson and anime video Projector and laptop YouTube video on “Teaching children how to manage emotions” Visual support and cue cards Five-point rating scale			Organisation: The lesson will target the class as a whole, various groups formed within the class (four groups of five students each) and individual students with special needs (Ewan). The lesson will commence after everyone settles. All materials will be shared after the lesson begins.	
Approx. Time	Instructional Activities: Teaching Steps	Additional Supports/Extensions/Differentiation		On-going Assessment: Checking for understanding
Introduction	Inform the students that the lesson will start on a new topic,	Video: “Teaching children how to manage emotions”		Assess students’ prior knowledge on the topic

<i>Approx 10 mins</i>	“Introduction to self-management skills”, and write it on the board. Direct the students to note down the new topic in their books/manual notepads so that the lesson can begin immediately. Ask students to brainstorm the topic. Play a short video: “Teaching children how to manage emotions.” Link: https://www.youtube.com/watch?v=NtqzHObTVyk	Link: https://www.youtube.com/watch?v=NtqzHObTVyk	based on the accurate contribution to brainstorming questions.
Step 1 <i>Approx 20 mins</i>	Formally introduce the topic to the students. Give examples of self-management skills and relate them to the video. Project on the board group discussion question “How can you make independent decisions?” Ask the students to quickly discuss in their groups and note down key points.	Visual support: The teacher provides visuals to support oral information to promote the student’s understanding (Harvie et al., 2017).	Observe and silently assess the ratio of students who raise hands because they know the answer to that of students whose hands are down because they do not know the answer.
Step 2 <i>Approx 20 mins</i>	Ask Ewan and other group leaders to read out their points (5 mins per group).	Teacher projects visual slides containing key skills on self-management.	Assess the relevance of the points noted down by the four groups. Watch how the students are able to self-control their behaviours in class after learning the key components of self-management.
Conclusion <i>Approx 10 mins</i>	Wrap up the topic and ask the students to reflect on the key components of self-management and how to apply them.	The teacher provides printed notes to the class for further reading.	
Summative Assessment (if applicable this lesson) Individual assessment: What are the main social skills discussed in class and how do you plan to use them?			

Self-Evaluation of Learning Goals:

How often do I make independent decisions?

How many times did I control my emotions this week?

Overall Evaluation of Outcomes:

What's my overall self-management score on a five-point rating scale?

Next Action:

What are the specific strategies to that can help improve the self-management skills?

6.3 Strategies Used in ILP and Lessons to Support Self-Determination

The strategies used in the ILP and lesson plan seeks to enhance Ewan's communication, social skills and self-management abilities. The visual strategy promotes easy understanding of the oral and complex instructions presented in class (Hume et al., 2014). Changing the curriculum based on the present needs and interest help motivate the students to commit themselves to learning communication, social and self-management skills (Wyn et al., 2014). Such skills are essential in supporting the self-determination of individuals. Assessing at specific intervals also helps establish the already achieved goals and those that need to be prioritised. Ewan's self-determination is supported and independent decision-making optimised by bettering the approach toward the prioritised needs.

7. Conclusion

Ewan's condition requires the implementation of effective ILP and lesson plan to address them through continuous learning and practice. Adopting interdisciplinary and student-centred approaches will help achieve the communication, social skills and self-management goals that Ewan needs. By enrolling Ewan into a special unit class, his skills will improve, and he will be

able to communicate effectively, make independent decisions and interact with people well at school and in society. The ILP should provide adequate resources and the right EBP strategies to make the learning program a success. Integrating the CoL will help assess Ewan, set V-SMART goals, implement the right strategies and evaluate them for a positive outcome. The visuals, self-monitoring and instructional scaffolding are essential strategies that promote the program's success. The rating scale and formative and summative assessments also help evaluate the effectiveness and efficiency of the strategies and learning goals for future improvement.

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