

INDIVIDUAL LEARNING PLAN (ILP) MATRIX

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| Date Devised: | | Review Date: | |
| Student: John | Year Level: 3 | D.O.B. 19/03/2005 | Age: 8 yrs 2 months |
| <p>Program Support Group Members consulted in devising this plan:</p> <p><i>Class Teachers: Jaci and Georgia</i></p> <p><i>Parents: David</i></p> <p><i>Principal Rep(PSG Chair): Ian</i></p> <p>Additional Reports: (If applicable))</p> | | | |

Academic, social and emotional development:

- **Entry Skills (What the student has achieved)** John has successfully completed Prep to grade 2. His neurodevelopmental-constructs for temporal sequential ordering, spatial ordering, motor functions, social cognition and higher order cognition are at an acceptable level for his age and grade level. John's mathematic skills and understandings are at an average level. As are his abilities in physical education and Information Computer Technology (ICT).
- **Challenges (Areas for Improvement)** John has Oppositional Defiant Disorder (ODD). His most challenging areas are around his behaviour and social interactions with teachers and students. John needs support to improve his self-esteem and attitude of school.
- **Learning Priorities (Future Learning)** John is in the bottom 10% of the class in language and literacy. We would like to see improvements in his attention span (completing tasks) and memory.

Child's characteristics:

John will work quietly on tasks that he understands fully and has a high chance of success. Upon completing tasks he will be pleased with himself and is receptive to praise. John enjoys riding his bike, hanging out at the local shopping centre and playing computer games.

John's behavior can be quite impulsive and reactive when he is upset or disagrees with someone. There have been numerous incidents of John arguing with adults, refusing to carry out tasks or abide by rules, and behaving in a negative or hostile way towards teachers and staff. When John is in social situations with other students he may blame others for his mistakes or poor behavior, he is inclined to deliberately annoy others, and reacts quickly when others annoy him. In times of frustration he is likely to have temper tantrums and be resentful.

Impacts

John will consistently challenge class rules, refuse to do class work, and may argue or fight with other students. This can impair his social relationships with his peers and his academic abilities. When John's behaviour is at its worst it can cause a stressful classroom environment (Childrens Mental Health Service, n.d.).

Implications

Teaching a child with ODD can be stressful in a busy classroom. It is helpful to have a combination of anger management, coping and problem solving skills for both John and the teaching staff. In the classroom it is important to have limits set and consistent consequences for inappropriate behavior (Kids Matter, 2011).

It is beneficial to work in conjunction with the support of John's father. This can make sure that your behavior management practices are consistent and effective with John's home life (Kids Matter, 2011).

It is important to expose John to appropriate ways of dealing with social situations and relationships, negotiating ways to have his needs met, and managing their negative reactions (Kids Matter, 2011).

INDIVIDUAL LEARNING PLAN

STUDENT/AVATAR NAME: John

Devised 00/00/00

| Semester Goals (Long Term) | Short <u>Term</u> Goals (WHAT) | Curriculum Areas | Strategies/Methods (HOW) | Mode of Delivery (WHO / WHEN) | Mode of Assessment | Evaluation dd/mm/yy |
|--|--|------------------|--|---|---|------------------------|
| Improve behaviour and reactions. | Completing school work in a positive manner. | English and ICT | The lessons and materials in the classroom that are created and provided by the teacher are aimed at John's appropriate learning level. Scaffolding and modelling are used by the teacher when conducting these lessons. | English – John will be participating in two hours of English activities in the morning five days a week. He will be displaying input in the literacy groups, engaged when whole class discussions are taking place and will co-operate with teacher and aid interactions. ICT – John will be participating in one hour a week of ICT which will take place in the library, there will also be other aspects of ICT located in and around the | English – Willing to attempt work without pressure from teacher aid or class peers. ICT – Completion of work | |

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| | | | | classroom such as lpads, cameras and printing off final copies of work. | | |
| | Cooperate with teachers, staff and students. | 2. Physical Education (PE) and maths. | <p>In mathematics John will be encouraged to interact with other students in the classroom. The teacher will create mathematic games that work in small groups or partners. Before students begin, the teacher can explicitly teach the class a social skill that they may be able to use during the lesson. It is hoped these strategies will help John relate to others and control negative reactions.</p> <p>In PE, John will be expected to follow instructions from the teacher and cooperate in activities that have been prepared. The teacher must set limits and uphold consequences for poor behaviour.</p> | <p>Maths – Teacher creates interactive maths games to encourage interaction between students. This will occur twice a week in the numeracy block.</p> <p>PE – In every PE lesson (twice a week) the teacher provides instructions for activities and the students are to participate accordingly. This occurs in the multipurpose room or playground/outdoor area.</p> | Informal assessment will take place for both these subject areas. Teachers will check to make sure student is cooperating and provide positive feedback to John upon his success. | |

EVALUATION KEY: 1 = Little or No Progress

2 = Satisfactory Progress

3 = Excellent Progress/Goal Achieved

Strategies:

Completing school work in a positive manner.

Well-being and resilience

John has been diagnosed with oppositional defiant disorder (ODD), he has shown a negative, defiant, disobedient and hostile behaviour when authority figures are present (Rowe, Costello, Angold, Copeland & Maughan, 2010). The strategy of aiming the lessons and materials at his level will help in boost his confidence in completing the work at hand. John lacks the capacity for flexibility and frustration management that comes naturally to ordinary children (ODD, n.d.). It is through this that the lessons must be planned out that to Johns appropriate learning ability, by making it challenging enough so he does not become bored and distracted but not challenging enough to cause John frustration, because this will cause him to break down and not complete his work. When the lessons are planned and designed for Johns learning abilities this will give him confidence and he will be willing to complete the work. Through having the teacher model the work John is able to see a clear and concise examples of what he must complete giving him guidelines to follow. While on task scaffolding by the teacher or aid should be taken place to ensure John is staying on task and fully understands the activity at hand. When John is completing the work correctly that is aimed at his learning level, he will experience self-resilience and want to attempt the work because he has succeeded before and wants to succeed again. When the teacher aims the lessons at John's learning he is able to complete his work in a positive manner and is following behavioural expectations and reactions.

Protective factors

John can lose his temper very easily and this is because of his diagnosis of oppositional defiant disorder (ODD). When John loses his temper it affects his learning and those around him, this is why the lessons need to be aimed at his learning ability. By aiming at his level John is able to concentrate and stay on task because he is interested and involved in the activities at hand, giving him less opportunity to lose his temper. Through delivering lessons that are at the appropriate learning level for John he has greater opportunities for success and recognition of achievement (Student resources for teacher education, n.d). Teachers can help with this development by using praise when work is completed and the student has achieved the goal set out. Through the use of scaffolding and modelling it provides a one on one interaction between the student and the teacher (Johnston & Jassy, 2007). This then gives the student the opportunity to attempt and complete the lesson allowing them to succeed and achieve what is being asked of them. It is these factors that potentially influence the development of John's learning. By controlling John's temperament and applying opportunities for success and recognition of achievement through creating lessons aimed at his learning ability that John will be able to follow behavioural expectations and reactions.

Cooperate with teachers, staff and students.

Well-being and resilience

It is hoped that the social strategies in mathematics will help John build positive relationships with his peers. Young people are likely to behave and perform more positively in a school and classroom they feel safe and supported in (Commonwealth of Australia, 2005).

By setting clear boundaries and consequences for John it is hoped that this will help improve his attitude of school and his ability to react to negative situations.

Protective factors

These strategies can work as a protective factor for John by helping to create a more positive school experience. It is hoped that these experiences will include support from teachers, staff and students and achieving developmental milestones (Kids Matter, 2011).

Catering for additional needs

Through John's disorder, he has tendencies to become bored easily which can result in causing a disturbance to himself and his classroom peers, these behaviours may include easily angered, annoyed or irritated, frequent temper tantrums, argues with authority figures, disobeys rules, deliberately annoys or angers others and has a low frustration threshold (Kids Mental Health, 2009). For these behaviours, the teacher must act quickly, ensure not to raise their voice, do not take it personally, avoid power struggles, listen to John, and are sure to give him options (Denise, n.d.). John reacts well when given the option to take a calming down period which can be taken place in the computer lab. If these behaviours are to occur be sure to make contact with the parents at home so they are aware and can work on his behaviours outside of the classroom.

References:

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