

I. Needs-solutions action plans .

Action plan for case study 1

Monitoring child's behaviour

Name of child Teacher

Class Lesson.....

Date of observation

Juan is a 9-year-old boy who has difficulty finding his way around the spatial environment, drawing a straight line, distinguishing between right and left and, in general, locating objects and orienting his movements and movements in space.

Maria, Juan's caregiver, became aware of these difficulties after carrying out a series of activities involving concepts related to spatial relationships, such as sense, direction, orientation and elementary topological concepts: inside-outside; up-down; right-left...

Faced with this situation, Maria decided to introduce the Bee-bot tool in her classroom, as it was a tool that made it possible to work in the area of self-knowledge and personal autonomy, in the area of knowledge of the environment and in the area of language (communication and representation). For this reason, she decided to use this tool in four different sessions and in the group, avoiding any pressure on Juan.

For the implementation, Maria planned beforehand the actions to be carried out with the BeeBot and presented them through clear explanations and instructions, as well as specific vocabulary related to the actions to be carried out, such as: Programming, Deleting, Loading, Saving, Forward, Backward, Turning, etc. Likewise, Maria adapted the situation to the demands and needs expressed by Juan during the development of the situation.

During the development of the activities, the tutor observed and evaluated Juan's actions and behaviour. To compile the results, the tutor used an evaluation rubric and concluded after the analysis that Juan showed difficulties in organising the space in relation to himself and to different people or objects in motion, in controlling the distribution and occupation of empty spaces, and in perceiving and structuring the space in relation to time.

In view of the results obtained, the supervisor decided to use another test, but this time an individual test, namely the labyrinth. She chose this instrument because it enabled her to identify difficulties at the perceptual, motor, social and personal levels, but above all at the orientation and spatial levels. It also provided the student with the opportunity to perform common activities such as writing in a straight line, reading, distinguishing between right and left and, more generally, locating objects and orienting their own movements in the surrounding space.

After implementation and assessment, the conclusions drawn earlier were reconfirmed. Thus, after Juan's difficulties have been identified and in order to

improve them, the following tools can be used individually: Drawing symmetrical figures and Sudokus.

Other observations:

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