

I. Needs-solutions action plans

Action plan for case study 2

Monitoring child's behaviour

Name of child Teacher

Class Lesson.....

Date of observation

Helena is a 10-year-old girl who has difficulty identifying, recognising and defining certain characteristics and establishing relationships and operations between them.

Pedro, the tutor, notices these difficulties as Helena develops activities involving logical thinking.

Considering these difficulties and the fact that logical thinking develops sequentially, i.e. it starts with basic understanding and ends with abstraction, the tutor decided to introduce the next tool: puzzles. The reason for this choice was the fact that this tool makes it possible to identify problems in recognising shapes and colours. It also leads to an increase in concentration and problem-solving skills and trains perseverance and frustration tolerance. For example, thinking about which part matches which other part or which lines or different shapes correspond to the puzzle as a whole contributes to the development of logical thinking. They also force the brain to work with both hemispheres and improve observation and comparison skills. They also promote visual memory and accelerate the application of logic.

Puzzles can be done as a group or individual activity. For this reason, the teacher decided to use this tool on both occasions and at different times, as Helena does not spend more than 15 minutes at a time on one activity and it is an activity that requires concentration and attention.

While Helena performed the activity on different occasions, she was observed by Pedro and in this way a continuous assessment was carried out. This type of assessment allows the evaluation of the knowledge and skills acquired and is an excellent way to check the development of his academic performance. To carry it out, he followed a rubric previously designed with the contents he wanted to assess. The results were then collected and evaluated.

To address these difficulties, the tutor decided to use another tool developed on an individual basis: the series. Through them, Helena had the opportunity to become familiar with the ordering relationships between the elements of a set. This enabled her to deepen her logical thinking.

After analysing the assessments of the activities carried out with these tools, the tutor could confirm that Helena had difficulties in logical thinking and therefore in the learning process. She was also able to confirm possible difficulties in recognising

and correcting errors, as well as in decision-making and building new knowledge. Having identified these difficulties, the tutor decided to work on them with the following tools: Tantrix and Pixy Cubes, as these lead to the development of learning strategies and strategic thinking.

Other observations:

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