

I. Needs-solutions action plans

Action plan for case study 3

Monitoring child's behaviour

Name of child Teacher

Class Lesson.....

Date of observation

David is an 11-year-old boy who has difficulty understanding everyday, multimedia and school texts in different formats and media. He also shows problems with sentence construction and structuring.

Anna, his tutor, noticed these difficulties when correcting the reading comprehension and text content development activities. For this reason, she chose puzzles as a key tool to identify possible difficulties in stimulating and exercising imagination and in developing and connecting ideas and concepts. In addition, the puzzles enabled her to stimulate David's critical development and help him to discriminate and analyse information, as well as to stimulate the individual's curiosity.

To carry out this activity, the tutor applied the test at group level. For this purpose, she divided the class into groups of five, who chose the criteria they thought were correct from among those they were given. In this way, the evaluation was simple, as after solving the question, they indicated whether it was correct or not. In case of a mistake, the group had to provide the rest of the class with a justification for choosing that option. At the end of the activity, the tutor compiled and evaluated the results. In order to accurately identify the problem, he decided to use another tool: the immersive reader.

This tool was used in an individual format because the tutor considered that it was a way to improve comprehension thanks to the division into syllables and the enlargement of the space between the lines and letters used to visualise the texts presented. In addition, by using this tool, the tutor was able to encourage independent reading.

In order to eliminate possible difficulties in oral and written comprehension, the tutor also decided to use the Dic Dic tool, as it not only promotes oral and written comprehension, but also the acquisition of new vocabulary. This tool was also applied on a one-to-one basis and in this way the tutor identified that David had learning difficulties.

After identifying the problem, the tutor started using tools such as Book Creator in language classes, as it addresses difficulties in reading and writing, and Scrabble, a tool that trains cognitive functions and logical thinking. It also stimulates strategic thinking, improves spelling, expands vocabulary, promotes healthy competition, improves social skills and enhances cognitive functions.

Other observations:

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