

Target pupil: Boy in SG class diagnosed with Oppositional Defiance Disorder (ODD)

School E

Aims for the pupil: Improve ML grade to reflect Credit potential.

Session 04-05

Characteristics of this student which can affect learning	Effect on ML learning	Incorporating some of these strategies into normal classroom practice may help	
<p>Reluctant to carry out instructions from authority figures.</p> <p>Continual claims to find teaching boring, etc.</p> <p>Reluctant to write or speak.</p> <p>Low self-esteem. Can't accept that he has ability to do well.</p>	<p>Poor response to class teaching and to instructions from the teacher about tasks to be done.</p> <p>Written work minimalist, though reasonably accurate.</p> <p>Underachieves in spoken work because of reluctance to speak.</p>	<p>Any strategies which reduce need for direction from teacher, e.g:</p> <ul style="list-style-type: none"> • Collaborative learning in groups or pairs. • Individual work where choice is available, and/or opportunity to personalise learning. <p>Use of ICT: self-directed programmes.</p> <p>Use of games where the process determines the course of action, and where performance is less 'public'.</p> <p>Introducing tick list of tasks to be done, preferably including choice - of order of completion, if not of task.</p> <p>Introducing skills development into targets for each lesson., i.e. I CAN... sheets include learning and social skills as well as language skills.</p> <p>Class directed composition, with teacher acting as scribe.</p>	<p>Provide selection of 'role cards' to use with games (e.g. quiz master, verifier, scribe. etc.)</p> <p>Use of randomising devices (dice/spinners) for decision making and/or turn taking.</p> <p>Use of writing frames.</p> <p>Use of 'cahier organise'.</p> <p>Use of spider-grams or mind-maps to support speaking.</p> <p>Group composition with members taking turns to act as scribe.</p> <p>Group rehearsal and peer coaching for role-play or other speaking tasks.</p>