

MICRO- MODULE SYLLABUS

E- Counselling and Multicultural issues

6.4. Case study

Activity 5: Case study 1

1. Information about children

1.1. Personal information about the child

- Full name: XU XUAN N.
- Year of birth: 15/7/2018
- Gender: MALE
- Ethnic group: CHAM (1 out of 54 the minority groups in Vietnam)
- School: EDURAINBOW CENTER
- Underlying difficulty/disability (if assessment results are available, indicate the type and extent of the disability): Autism

1.2. Child's developmental history: (briefly describe the developmental process if any)

- During pregnancy, the mother is psychologically stable and happy. Caesarean section at 39 weeks gestation, the baby weighs 3.6kg, after birth the baby has a good button feeding reflex.
- 4 months of toddler age, 7 months of toddler start and 11 month of toddler age.
- 4 years old children begin to speak single words, start using their index finger to point.

1.3. Medical history, medical examination, tests: (brief description of medical examinations if any) N/A

1.4. Child's history of education, consultation, intervention: (describe specifically if information is available)

When the parents of the 2-year-old saw that the child was slow to speak, did not return to his name, had little eye contact, and liked to rotate, the family had doubts about the child's development, at the age of 3 years and 8 months the family brought the child to the Edurainbow Center for developmental evaluation and counseling. As a result of uneven development, growing slower than the actual age, the Family Counseling Center brings children to hospitals

for diagnosis of developmental disorders. When the child was 4 years old, the family took the child to be diagnosed at the National Children's Hospital and the results diagnosed the child with autism.

- Types of schools:
 - + 3 years old: Integrated kindergarten 16/4 in Ninh Thuan.
 - + 3-5 years old: intervention at Edurainbow center, Ninh Thuan province.

1.5. Education/support/intervention services children are currently participating in:

- Types of schools: specialized
- Learning/intervention content: individual and group interventions.

1.6. Environment for living, playing, and learning at home: (describe the environment and activities for living, playing, and learning at home)

- LITTLE communication with neighbors, only playing on the premises of the house.
- Children play with available toys that parents buy.
- Less sharing toys or playing with her sister.

1.7. Children's current abilities and needs

- Characteristics/Abilities (through assessment results) developed:

FIELD	CURRENT CAPABILITIES	CURRENT DEMAND
Fine motor	<ul style="list-style-type: none"> - Clip clothes on clotheslines. - Open plastic welding plastic bags. - Open the lid of the jar. - Hold scissors properly cut according to the pattern shape: curve. - Trail their fingers along the line. - Stack shapes snugly on the card. - Clip clothes on clotheslines. 	<ul style="list-style-type: none"> - Color within the frame. - Holding scissors properly to cut according to the pattern shape: zigzag. - Squeeze glue from jars. Re-draw simple shapes and lines that closely resemble patterns. - Observe others doubling a piece of paper and folding it. - Open wrappers to get food
Gross motor	<ul style="list-style-type: none"> - Perform straight climbing evenly coordinated limbs. - Crawl on their stomachs. 	<ul style="list-style-type: none"> - Sprint run. - Kick a 20cm diameter ball from 2m to 1 person or other target.

	<ul style="list-style-type: none"> - Sideways children. - Perform walking on balance beams. - Toss a 20cm diameter ball from chest to hand to a person about 1.2m away from themselves. - Catch the ball in multitude of ways. - Ride 3-wheeled bikes. 	<ul style="list-style-type: none"> - Perform swings on single beams.
Perceive	<ul style="list-style-type: none"> - Object with photos or photos with corresponding objects. - Classify different objects or photos into 3 different groups. - Imitate touching objects in level 1 order - Respond with gestures with recognition exercises (touch, point, give, take) - Imitate 1 movement with objects, at least 10 movements, ready to perform new movements. - Can speak the name of the animal when they hear its cry and vice versa have linguistic prompts. - Can count to 10. - Can choose at least 100 common objects when placing at least 6 objects on the table at a time anywhere in front of them. - Wait during class without touching the stimulus. 	<ul style="list-style-type: none"> - Take objects according to the properties: heavy - light. - Children find pictures of objects in 1 large, detailed image. - Follow the command to do 1 simple movement with 1 object when given many different objects, of which only 1 object is suitable. - Take objects and photographs when they know about their properties or parts. - Ask for an object, 1 action or activity. - Ask others to do 1 certain thing (e.g. Sing, walk with me, stand back) - When children only give 1 item to do something, they know how to ask for the missing object. - The teacher gives many objects or pictures of objects and asks "what goes with this?", the child

	<ul style="list-style-type: none"> - Follow the command to give an object they don't like within 3 seconds. <p>Refer to individual parts of objects</p> <ul style="list-style-type: none"> - Can speak the name of the animal when they hear its cry and vice versa have linguistic prompts. - Distinguish and recognize proficiently. For example, ask for only shoes, then apples, then books. - Take objects according to properties; long-short, heavy - light. - Do activities with 1 object for example: combing hair, combing hands, combing dog hair ... 	<p>takes the object to match the object given.</p> <ul style="list-style-type: none"> - When given a picture card of block arrangements, children arrange the blocks in the corresponding position on the picture card and are not scattered by unnecessary superfluous blocks. - When the teacher gives 2 objects representing 2 different functions and places a sample of an object in the same group, the child classifies the object according to function.
<p>Communi- cation</p>	<ul style="list-style-type: none"> - Children follow commands to perform simple movements (e.g., jumping, clapping, blowing, tapping). - Children imitate movements with legs and thighs in level 2 (e.g., thigh patting, stomping, etc.). - Children will repeat muscle movements that require level 2 object distinction (e.g., jumping, clapping) D3. - Children follow a 1st degree short blow imitation order (e.g., blowing cotton balls). - The child is ordered to go to someone in the 1st degree (e.g., aunt, dad, mom). 	<ul style="list-style-type: none"> - Children repeat movement activities according to patterns, jump immediately switch from one activity to another according to the teacher's command. - Children follow commands that mimic movements with their tongue and mouth (e.g., open their mouth, stick out their tongue). - Children answer questions about personal information (name, age, interests...) <p>Children name common actions (e.g., ask "What are you doing?" they name the act of "eating rice, washing dishes,..).</p>

	<ul style="list-style-type: none"> - Children follow commands, they imitate rough movements with muscles with their hands and arms (D5). - Children imitate movements even though we use different commands to imitate (e.g. "watch her, it's Ning's turn, follow her, Ning try it"...). - Children are ordered to give 1 object to someone or put it on another object (e.g., Ninh puts the box on a shelf.) - Children imitate movements with legs and thighs in level 2 (e.g., thigh-patting, stepping, etc.). - Children repeat rough movements using muscles observed through the mirror. <p>Children will voluntarily ask for at least 10 existing objects that they want verbally or by showing signs.</p> <ul style="list-style-type: none"> - Children ask for help when they need it in action. <p>Children will make eye contact when asking for certain objects, activities, or information.</p> <p>Children will ask for the object they want verbally or with gestures when the object exists with 70% physical support. (For example, put the doremon in front of your child and ask, "What do you want?" Children will gesture or say doremon")- Children imitate movements with</p>	<p>Children name 100 common objects around them.</p> <p>Children role-playing characters or activities (e.g., posing as someone or an activity (sales, doctor, etc.).</p> <p>Children call out objects when they know their functions.</p> <ul style="list-style-type: none"> - Children repeat 1 sequence of sounds, successively switching from one sound to another (e.g. may, moe, mother.....). - When reading a sample of 1 word to a child, the child repeats the first sound of the word. For example, with the word apple children say ap,....). - Children repeat 1 sound correctly the number of sample readings (E6) (e.g., "ah", "ah", "ah") - Children call names of people around them with linguistic prompts. - Children know how to respond to greetings of others at level 1 (greeting her when coming to class).
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	<p>legs and thighs in level 2 (e.g., thigh patting, stomping, etc.).</p> <p>Children will ask for the object they want verbally or with gestures when the object exists with 70% physical support. For example, put the doremon in front of the child and ask "what do you want?" He will gesture or say doremon")</p>	
Self services	<ul style="list-style-type: none"> - Children brush their own teeth. - Children urinate on their own -Feeding babies. 	<ul style="list-style-type: none"> - Children know how to dress themselves in simple clothes. - Children actively defecate and clean with a spray nozzle when 50% physical support is available. - Children will clear the table after eating.

- Hobbies: likes vehicles, likes to rotate, likes DORAEMON

2. Information about family

2.1. Information about parents:

- Residence (region, domain): Trinh Hoai Duc Street, Phan Rang Thap Cham City, Ninh Thuan Province.
- Children living with: parents
- Number of family members: there are 5 members.
- Number of siblings by child: 3
- Belonging to poor households: yes no
- Education: Dad & Mom :University

(*Examples:* Illiterate, Elementary school graduation, Middle school graduation, High school graduation, University, Postgraduate, Unknown, Other:)

- Year of father's birth: 1977 Year of mother's birth:1982
- Ethnicity: Father: Cham Mother: Cham
- Father's occupation: Soldier Mother's occupation: Accounting
- Conditions of care, education: Good
- Perspectives on the educational care of the family: active intervention and support.
- Parents self-assess the level of attention, participate in supportive care of the family: Good

2.2. What information parents are receiving from the care and education facility about the child and the child's learning program:

- Discuss the assessment results, coordinate with the Center to develop intervention goals for children.
- Participate in the intervention process at the Center and at home.

2.3. Parent support services are participating/using and level of participation/use: (specify according to the following suggestion table)

Online Services	(Specify the name of tools, technological equipment, software, applications in use):	Level of participation/usage
	<ul style="list-style-type: none"> - Zalo - Message 	<ul style="list-style-type: none"> - Daily - Daily
Offline services	(Specify the name of the type of service and level):	Level of participation/usage
	<ul style="list-style-type: none"> - Parents' Conferences 	<ul style="list-style-type: none"> - Every 3 months

2.4. What information to provide about your child and their care/education: In-depth knowledge of children Autism Spectrum Disorder, intervention methods.

2.5. What other services need to be received or what services to change/adjust: To send their child early in an inclusive education environment.

2.6. Ability to use parental technology in child support: good.

2.7. Communicative ability, personality traits of the parents themselves: good

2.8. The role of parents in using and participating in activities: regular.

2.9. Skills that parents can implement:

(Levels 1 to 5: where 5 is Completely self-realizable, 1: Completely impracticable, needs assistance)

- Self-determination of your child's abilities: 3
- Self-determination of objectives, contents of intervention: 2
- Adapting home and community environments and using technology:4
- Self-identification, selection of methods and interventions: 2
- Evaluation of intervention results, support:3

REFLECTION

Designing an e-counseling plan to support the child and his family based on above information.

Suggestion:

- *You can focus on factors of multi-culture and e-counseling strategies to support the child and his family.*
- *The plan can include purposes/goals of e-counseling, facilities, activities and how to implement the activities, timeline, who are*

incharge, etc.

----- The end -----