

MICRO- MODULE SYLLABUS

E- Counselling and Multicultural issues

6.4. Case study

Activity 6: Case study 2

1. Information about children

1.1. Personal information about the child

- Full name: (code name/nickname) Bo
- Year of birth: 2014
- Gender: Male
- Ethnic group: Khmer (1 out of 54 the minority groups in Vietnam)
- Grade: 2 School: Compassion class for children in difficult circumstances
- Basic difficulties/disabilities (if assessment results are available, clearly state the type and level of disability): No disability

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

The child is the eldest son in a family of three children. He was born at 39 weeks of pregnancy, weighing 3.5kg by normal birth. The child's development is normal, with no serious health problems. However, he did not go to preschool. His mother stayed at home to raise him until he was over 1 year old, then moved to the Ho Chi Minh city to work as a worker at a industrial zone with her husband. His grandparents who lived in the countryside could not afford to take care of him because they were too old and in poor health. Before going to the recent class, he was looked after by a neighbor when his parents went to work. After Bo, her parents had two more children. Three children were looked after by the same neighbor and did not go to school. The children mainly play with each other.

When the child turned 8 years old (2022), a teacher who from a free class (which run by a church) contacted the family and encouraged the family to let the child go to that free class. He started school in May 2022. Recently, he is studying at the 2nd grade level (2 years slower than other students the same age).

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

No special health problems

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

- Types of schools: The student just started going to school from May 2022
- Learning/intervention content: typical content based on national education programme for Vietnamese primary students.

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

- Types of schools: Church's free class
- Learning content/intervention: Study subjects according to the 2018 general education curriculum. Study in a class with disadvantaged students at many different levels (from grade 1 to grade 5)

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

The child lives in a dormitory for workers in an area near an industrial park. This place is cramped, unhygienic, and has a low quality of life. The child and his siblings are watched over by an older neighbor. However, because he has grown up, he can play with his younger siblings. The child does not have toys, and often finds ways to play on their own in the existing conditions: playing hide and seek, playing soccer, picking up bottles...

1.7. Children's current abilities and needs

- Characteristics/Abilities (according to assessment results) development: He has normal learning ability, are eager to learn, and can learn knowledge content of the grade level. He prefers to study subjects such as Math, Nature-Social Science more than Vietnamese
- Hobbies: The boy likes to play physical games, plays games on the phone, and eats candies
- Characteristics of daily activities: He can serve himself well, knows how to help teachers and parents in daily activities: sweep the floor, wash vegetables, wash dishes...

1.8. General comments and support orientation: (briefly write)

Eventhough the tuition fee is quite low in Viet Nam due to the government policy, his parents still can not afford for that fee. As the result, their three kids cannot go to school. Currently, only the oldest son is studying in a charity class, without paying tuition and lunch fees. The church plans to continue the current form of support for the child until he complete primary level.

2. Information about the family

2.1. Information about parents:

- Where he live (insert region): Southern region
- Children live with: **X parents** mother or father other people
- Number of family members: 05
- Number of child's siblings: 02
- Belonging to a poor household: **yes** or no
- Education level: father's: Secondary school Mother's: Secondary school
(For example: Illiterate , Elementary school, Middle school, High school, Undergraduate, Post-graduate, Don't know, Other:)
- Father's year of birth: 1986 Mother's year of birth: 1989
- Ethnicity: Father: Khmer (eg: Kinh) Mother: Khmer
- Father's occupation: Worker Mother's occupation: Worker
- Care and education conditions: The family does not care about their child's education and has no plans to send their child to school because they do not have enough financial resources.
- The family's perspective on educational care: Let children learn on their own from the surrounding environment
- Parents self-assess the level of care and participation in family care and support: due to lack of time and financial conditions, they do not pay attention to their children.

2.2. Parents are being provided with information by care and education facilities about their children and their learning programs:

Free class teacher informs parents about their children's learning in class at parent meetings, has a contact book and sends messages on zalo.

2.3. Support services parents are participating in/using and level of participation/use: (specify according to the following suggestion)

Online service	(Specify the names of tools, technological equipment, software, and applications being used):	Level of participation/usage
	For example: - Zalo - Message	- Several times/week - (Are not)
Offline service	(Specify the names of service types and levels):	Level of participation/usage
	For example: - Parents meeting	- Every 4 months

2.4. What information do you need to provide about your child and his/her care/education:

Parents are satisfied with the information received from teachers

2.5. Need to receive any other services or change/adjust any services: No

2.6. Parents' ability to use technology devices to support their children: (describe, self-assess more or less ability): The child's parents have almost no time to further educate/teach their children at home. Phones are only occasionally used for the child to play games.

2.7. Parents' communication abilities and personality characteristics: (describe and self-assess their own characteristics and abilities) His parents are ethnic Khmer, speak Khmer as their first language, and can speak Vietnamese quite well. However, when interacting with the teacher in the free class (and strangers), they are shy and keep quite most of tiem. They also admit that because they are uneducated and do not have time, they cannot educate their children at home.

2.8. Parents' role in using and participating in activities: (describe, self-assess their role)

Almost does not participate in any class activities other than attending some parent meetings.

2.9. Skills that parents can implement:

(Level from 1 to 5: in which 5 is Completely possible to do on your own, 1: Completely impossible to do, needs support)

- Self-determine your child's abilities: 03
- Self-determine goals and intervention content: 0
- Modify home and community environments and use technology: 1
- Self-determine and choose methods and interventions: 1
- Evaluation of intervention and support results: 0

3. Activities to support the family

3.1. Support goals: (Note describe the goals of using assistive technology)

Increase the time that parents spend monitoring children's learning at home

3.2. Support content and activities: (Note describe the content and activities using technology and ICT to remotely support parents)

Teachers send notices about the learning content that's their child learn every day in class via zalo, instructing parents how to monitor and check the kid. For example: re-read the Vietnamese reading homework, which page of the Vietnamese homework, which Nature-Social Science homework, what to write...

3.3. Support plan: (can be merged into section 3.3. to make a planning table)

3.4. Support results:

- Parents' changes: (assess the changes in items 2.2 to 2.10): Parents interact with teachers on zalo more often, and remind children to comply with requests proposed by teachers
- Children's changes: (assess changes in section 1.6): the child finishes more homework and has better understand of learning content

REFLECTION

Task 1: Writing a evaluation report on activities/processes that the school and family had implemented/organized to support the child in this case study (Maximum 400 words).

Task 2: Giving at least 03 ideas of implication or proposing some e-counseling strategies or solutions based on the multicultural context of the child and his family.

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