

MICROMODULE SYLLABUS

Family Support

Lesson 7: Case study in Family Support

Introduction:

This module introduces a case study on the issue of family support for children with disabilities including specific information about the needs of a child with disabilities and his family, introduces family support plans and support results.

The aim of this learning task is:

- To able to describe the contents, forms, means of family support and results.
- To able to explain why it is necessary to support the family in this case study.

Task instructions:

- *Read information about the case study, make a presentation introducing the case study and explaining the meaning of this family support activity.*

Module information:

A CASE STUDY ABOUT FAMILY SUPPORT

I. INFORMATION ABOUT THE CHILD

1.1. General Information about the child

- Full name: H. Year of birth: 2015 Gender : Male

- Ethnicity: Kinh ethnic
- Preschool School: Khanh Tam Special Education
- Basic difficulty/disability (*if assessment results are available, clearly state the type of disability and level*): Autistic Spectrum Disorder

1.2. Child's developmental history (*brief description of developmental process*): child is the second child in the family; Diagnosed with autism at age 2;

1.3. Medical history, medical examinations, tests (*brief description of medical examinations*): No health problems

1.4. Child's history of education, consultation and intervention (*describe specifically if information is available*) : the family received advice and training throughout the intervention process (mother studied many topics at the child center)

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

Intervention and preschool integration: children receive 2 hours of individual intervention every day and attend pre-school classes; The remaining time is spent studying preschool integration; Go home at night and play with his mother.

1.6. Child's development goals (goals for 6 months)

- Goal 1: Be able to follow the tasks according to the schedule
- Goal 2: The child can follow 2-3 step instructions beyond the instruction by words of acting and characteristic related things.
- Goal 2: Answer the question "Where?" associated with place and position
- Goal 3: Answer the question "Who? What? What?" associated with situations
- Goal 4: Express complete sentences, expanding the components according to the structure: "Noun + verb + adverb/adjective/number of words". For example: You eat cake in the kitchen/ Dad watches TV in the living room.
- Goal 5: Answer: Yes/no! Combine nodding/shaking his head when agreeing or refusing (associated with needs).
- Goal 6: Answer the question: Whose... is it?
- Goal 7: Point out different types of emotions on pictures and real people, practice coping with different types of emotions
- Goal 8: Understand the meaning of words in reading exercises through several types of exercises: answer questions, match words with images, choose answers, create words, sentences, etc.
- Goal 9: Visually compare the range of 10, add/remove as required
- Goal 10: Take turns in games: Know how to take turns, wait for turns, pass turns when playing some games such as: Lego, modeling clay..

(note: Parents are trained to teach their children for 10 weeks to accomplish the above goals. In addition, children also have other goals that are implemented by the

interventionist)

1.7. General comments and support orientation for parents

- The mom needs to be trained to master intervention for her child at home
- The skills which the mom gain before during the playing with her child can still be promoted, but many new skills and especially skills aimed at mastery when playing with her own child are very necessary to be developed at this time.

II. INFORMATION ABOUT FAMILY/PARENTS

2.1. Information about parents:

- Living region: Hanoi
- Children live with: Parents
- Number of family members: 4
- Number of child's siblings: 1
- Belonging to a poor household: No
- Level of mom/dad education: father's: university; mother's: university
- Father's year of birth: 1986 Mother's year of birth: 1987
- Ethnicity of parents: Both are Kinh ethnic
- Father's occupation: Sales manager Mother's occupation: Accountant
- Conditions for child care and education: Full of necessary conditions
- The family's perspective on educational care: Active companionship; the whole family participates; persevere
- Parents self-evaluation of the caring and participating in child support: Have tried continuously since discovering their child has a problem

2.2. Living, playing, and learning environment at home: *(describe the living, playing, and learning environment and activities at home)*

Space type	Square	Materials	Current situation
Common activities space	65 square meters	- Whole house: TV, sofa, tea table, dining table, fan, air conditioner, fish tank, treadmill - For children: balance seesaw	Throughout the house, the child often uses and does activities here.
Private room	9 square meters	Toys, beds, desks, bookshelves	Use normally, when the child studies or plays
Complexible space	65 square meters, playing ground	There are no particularly attached objects; Sometimes I like to hold milk in my hand. Prepare a backpack with items to satisfy your eating, drinking, and hygiene needs when going out	Going out does not necessarily require accompanying items

2.3. Parents' needs and conditions for receiving support

Parents are being provided with information about the child and the child's learning program by the care and education facility: Intervention plans are provided on a monthly basis; Every week, teachers send intervention information and pictures of children to parents

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

	(Specify the names of tools, technological equipment, software, and applications being used):	Level of participation/usage
Online service	Facebook group of parents with children studying at the center (Khanh Tam Special Education)	Daily
	Kidsonline – a system to monitor students' learning and activities	Daily, weekly, monthly
	Website: <i>tamandaotaonline.edubit.vn</i> (an E-learning system)	By training course
	Instructions and analysis of videos of mothers teaching their children via Zoom application	1 session per week (about 60 minutes)
	(Specify the names of service types and levels):	Level of participation/usage
Offline service	Parents meeting	Every 3 months

- **What information needs to be provided about the child and the care/education of the child :** The need for guidance to self-teach the child at home, preparing for the period when the child enters grade 1

- **Need to receive any other services or change/adjust any services:** Parents have participated in some training courses, have also tried to apply but are not confident. At this stage, parents need to be supported to be able to help their child as a 1st grade student.

- **Parents' ability to use technology devices to support their child (describe, self-assess more or less ability):** Enough to participate in activities

- **Parents' communication abilities and personality characteristics (describe and self-assess their own characteristics and abilities):** The young mother actively participates in the training process; the father and brother cooperate positively.

- **Parents' role in using and participating in activities (describe and self-assess their role):** Parents "participating - changing - mastering" in evaluation and programming and teaching their child at home.

- **Skills parents can do based on self-evaluation:**

(Level 1 to 5: 5 is Completely self-performable, 1: Absolutely impossible to perform, needs support)

- + Determine your child's abilities: Level 4
- + Self-determine goals and intervention content: Level 3
- + Adjusting home and community environments and using technology: Level 4
- + Self-determine and choose methods and interventions: Level 3
- + Evaluate the results of intervention and support: Level 3

III. ACTIVITIES TO SUPPORT PARENTS

3.1. Family support goals: *(Describe the goals of using assistive technology)*

- The child is evaluated and an intervention program is scheduled
- Parents can participate in 10 training topics
- Parents receive 1:1 guidance on how to teach their child at home and to analyze 10-week videos
- Parents are guided to create their own intervention program at home
- Parents are advised to arrange an intervention environment at home
- Parents are guided to design and prepare teaching materials for their child
- Families receive psychological support counseling and personal information security

3.2. Support content and activities: *(Describe the content and activities using technology and ICT to remotely support parents)* **Topics that need support for parents:**

- Basic techniques in teaching a child
- Strategies to enhance communication and interaction
- Play skill with the child to develop
- How to develop motor and sensory skills
- How to support the child to express his needs
- Expand vocabulary for the child
- Use image tools in playing with the child

3.3. Family support plan:

Parents are trained according to the 12-week process of the program "Supporting parents - raising children's steps" of Khanh Tam Special Education Center.

Time	Target	Contents
Week 1	Start up	<ol style="list-style-type: none"> 1. Create profiles of the child and his family 2. Initial meeting with parents and participants 3. Both sides commitment

Week 1	Assess the child and create an intervention program	<p>1. <i>Assessment and intervention planning for the child</i></p> <p>2. <i>Meeting to announce assessment results and discuss intervention plans</i></p> <p>3. <i>Complete the full-course participation plan for parents (the homeroom teacher makes it and sends it to parents to monitor and implement)</i></p>
Weeks 2-6	Basic topics and basic practical skills	<ul style="list-style-type: none"> • Families participate in training on 5 basic topics • Provide reading materials and guiding questions for parents • Study in large groups at the same training course • Each lesson lasts 2 - 3 hours (theory + exercises) • Parents practice filming videos of teaching their child • Analyze videos of each family (can invite other families to participate if there is a need to learn from each other)
Week 7-11	Elective topics and in-depth practice skills	
	Practice in making IEP (individual education program)	<ul style="list-style-type: none"> • Participate in training course: Building an intervention program at home for the child • Parents create their own intervention program at home • Suggestions for home intervention programs
Week 12	Maintain instructions after 01 month	<ul style="list-style-type: none"> • Review the implementation of intervention plan for the child (one month plan) • Edit the intervention plan for the next month • Additional instructions on how to teach

3.4. Family support results

Target	Result
1. The child is evaluated and an intervention program is scheduled	Parents have provided complete information for the assessment process and have opinions during the intervention planning process; Agreement in selecting 10 training course goals
2. Parents can participate in 10 training topics	Having completed 10 training courses, parents proactively complete the exercises after each lesson
3. Parents receive 1:1 guidance to teach their children at home, analyzing 10-week videos	This is the mental activity in the training program; Parents complete and each week there is a positive change
4. Parents are guided to create their own intervention program at home	Completed the program developed by parents themselves
5. Parents are advised to arrange an intervention	There aren't too many adjustments; Doing guide for parents to make the most of the family environment in intervention for their

environment at home	child
6. Parents are guided to design and prepare teaching materials for their children	Mom already knows how to make basic items for her child (process with pictures); Know how to choose toys and materials for their child
7. Parents receive psychological support counseling and personal information security	The family does not have much need for psychological counseling, but the positive change is to take control of the process of teaching the child at home.