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Course No. 1

Child Development and Educational Psychology

Task

Identify the learning difficulties of students in different learning areas and the possible reasons for them. Prepare and implement a Personalized Intervention plan for students with learning difficulties - Case study Report

Case Study of Report

Identification of learning Difficulties and Personalized Intervention Plan.

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1. Introduction

Every child is different. Children have different abilities, interests, learning speeds, and ways of understanding things. Some students learn quickly, while others need more time and support. Some students may have difficulty in reading, writing, mathematics, communication, concentration, or remembering information. These difficulties can affect their studies and confidence.

A teacher should carefully observe students and identify their learning difficulties. It is important to understand the reason behind a difficulty before planning any support. A personalized intervention plan helps the teacher provide learning activities according to the needs of an individual student.

This case study describes the learning difficulties of a student, the possible reasons for these difficulties, and the intervention plan prepared and implemented to support the student.

2. Case Profile

For this case study, the student is called Student A. The student is 10 years old and studies in class V. Student A regularly attends school and has a friendly nature. The student enjoys drawing, storytelling, games, and activities

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involving pictures.

However, the teacher noticed that student A was facing difficulties in some academic areas. The student was slower than other students in completing classwork and often sometimes avoided written activities.

The teacher observed the students during classroom activities, checked classwork and homework, and interacted with the student to understand the learning needs.

3. Identification of Learning Difficulties

A. Reading Difficulty

Student A had difficulty reading unfamiliar words. The student reads slowly and sometimes skipped words or confused similar letters. Reading a paragraph and understanding its meaning also took more time.

The student was nervous while reading aloud in the classroom and often waited for help from the teacher.

B. Writing Difficulty

The student faced difficulty in writing complete sentences. There were spelling mistakes, missing punctuation marks, and some problems with

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handwriting. The student also needed more time to complete written work.

C. Mathematics Difficulty

Student A had difficulty with multiplication, division, and mathematical word problems. The student could understand some concepts when objects or pictures were used but found it difficult to solve problems using numbers alone.

The student also sometimes forgot multiplication facts and was confused about which mathematical operation should be used in word problem.

D. Concentration Difficulty

The student sometimes lost attention during long or repetitive activities. However attention was better during games, drawing, pictures based activities, and practical tasks.

4. Possible Reasons for Learning Difficulties

There can be many reasons for learning difficulties. In the case of student A, the following reasons were considered.

- The student may not have had enough practice in reading and writing.
- There may be gaps in basic or foundational learning.

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- The student may have difficulty connecting letters with sounds.
- Limited vocabulary may make reading and writing difficult.
- The student may have difficulty remembering spelling and multiplication facts.
- Long and repetitive classroom activities may reduce attention.
- Fear of making mistakes may have reduced the student's confidence.
- The student may understand concepts better through pictures and practical activities.
- Previous learning gaps may have made new concepts more difficult.

The teacher understood that the student needed support and encouragement rather than criticism.

5. Personalized Intervention Plan

A personalized intervention plan was prepared according to the student's needs.

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Reading Support

The teacher selected short and simple reading passages. The student was encouraged to read for 10-15 min every day. Picture cards, word cards, phonics activities, and repeated reading were used.

Difficult words were divided into smaller parts so that the student could pronounce them easily. The student was encouraged to read without fear of making mistakes.

Writing Support

Short writing activities were given instead of long assignments. The teacher used pictures to help the students create sentences and short stories.

The student was taught to organize a story into three simple parts: beginning, middle, and ending. Spelling and punctuation were practised through small activities and word games.

The teacher corrected mistakes in a friendly manner and appreciated the student's efforts.

Mathematics Support

Mathematics was taught using real objects, counters, blocks, number cards, and pictures. Multiplication was explained through repeated addition and grouping.

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for word problems, the teacher used three simple questions:

1. What information is given?
2. What do we have to find?
3. Which operation should we use?

This step by step method helped the student understand mathematical problems more easily.

Attention and Motivation Support

Long activities were divided into smaller tasks. Short breaks were provided when required. Instructions were given clearly and one step at a time.

The teacher used the student's interest in drawing and storytelling in different learning activities. Small achievements were appreciated to improve confidence.

6. Implementation of the Intervention Plan

The Intervention Plan was implemented regularly for several weeks. The teacher provided individual support during classroom activities and gave the student additional practice.

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The teacher maintained simple records of reading, writing, and mathematics activities. The student's progress was checked regularly.

The activities were changed when the student faced difficulty. Easy tasks were given first, followed by slightly more difficult tasks. This helped the student learn without feeling pressured.

7. Observation and Progress

After regular intervention, positive changes were observed in the student. Student A became more comfortable with reading activities and started attempting unfamiliar words independently.

The student's writing also improved. The student began writing longer sentences and made fewer punctuation mistakes. Handwriting became more organized with regular practice.

In mathematics, the student understood basic operations better when practical materials were used. The student also became more confident in solving simple problems.

The student's classroom participation improved. The student started answering questions and participating in activities more willingly.

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Although some difficulties were still present, the student showed gradual progress.

8. Role of Teacher and Parents

The teacher played an important role by observing the student carefully and providing individual support. The teacher used simple teaching methods and encouraged the student regularly.

Parents can also support the child by providing a quiet place for study, encouraging reading at home, helping with simple practice activities, and appreciating the child's efforts. Parents and teachers should communicate regularly about the child's progress.

Most importantly, the child should be not compared negatively with other students. Every child learns at a different speed.

9. Conclusion

Learning difficulties should be identified at an early stage so that students can receive proper support. A student may have difficulties in reading, writing, mathematics, concentration or other learning areas for different reasons. Therefore, teachers should first understand the student's needs and then prepare a suitable

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intervention plan.

The case of student A shows that simple teaching methods, regular practice, individual attention, positive encouragement, and practical activities can help students improve their learning. The student showed better confidence and participation after receiving personalized support.

Every learner has strengths as well as areas that need improvement. A caring and supportive teacher can help students recognize their strengths and overcome their difficulties. Personalized intervention is therefore an important way of creating an inclusive and supportive learning environment.