

Detailed 4-Week Plan for Gifted Students with Physical/Motor Disabilities

Week 1: Orientation and Learning Environment Adaptation

Objectives	Provide an environment that accommodates the student's physical needs. Build trust through simple individual activities.
Individual Activities	Identify accessibility needs (devices, assistive tools, seating arrangement). Individual activity: Mental game (puzzles/sudoku) that requires no physical effort. Writing/drawing using technological tools (digital board or software).
Follow-up Tools	Log documenting suitability of environment and initial response.
Expected Outcomes	Ability to participate in activities with minimal barriers.

Week 2: Developing Cognitive and Creative Skills

Objectives	Utilize student's abilities in thinking and creativity. Reduce reliance on external support during individual tasks.
Individual Activities	Creative task: Write a short story/poem using a computer. Individual exercise: Solve logic or math problems via a digital app. Simple design (poster or slides) presenting a creative idea.
Follow-up Tools	Work evaluation rubric (creativity – accuracy – independence).
Expected Outcomes	Initial production of cognitive/creative works reflecting talent.

Week 3: Showcasing Talent through an Individual Project

Objectives	Enable the student to transform an idea into a tangible product. Boost independence and confidence.
Individual Activities	Individual project (short research, digital design, or small innovation idea). Critical thinking activity: Analyze a societal problem and suggest written/visual solutions. Reflective writing: How technology tools supported learning.
Follow-up Tools	Step-by-step monitoring of project progress.
Expected Outcomes	Individual product reflecting talent (written/visual/digital).

Week 4: Evaluation and Future Planning

Objectives	Evaluate student progress over 4 weeks. Develop a future plan for talent support.
Individual Activities	Assessment activity: Repeat an exercise from Week 2 and compare performance. Final project: Present work to teacher/peers (in-person or digital presentation). Reflection session: Student identifies achievements and future needs.
Follow-up Tools	Final report + portfolio (projects, writings, evaluations).
Expected Outcomes	Long-term individualized follow-up plan building on successes.

الرقم:

التاريخ: ١٤ / / هـ

المرفقات:

Unified Follow-Up Form for Twice-Exceptional Gifted Students

Basic Information

Student Name:

Grade/Age:

Type of Disability:

Talent Area:

Period (Week/Date):

Weekly Follow-Up Table

Week	Objectives	Individual Activities	Achievement Level (✓ / ✗ / Partial)	Notes	Recommendations
1					
2					
3					
4					

Behavioral Characteristics Observation Card

Domain	Observation	Achieved (✓/✗)	Additional Notes
Focus and Attention			
Participation in Activity			
Creativity and Innovation			
Adaptation to Challenges			
Use of Assistive Tools (Braille / Auditory / Mobility)			

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Final Evaluation Page (After 4 Weeks)

Strengths Observed: _____

Main Challenges: _____

Level of Goal Achievement: _____

Future Recommendations: _____