

Implementation Of Individual Education Plan for Sped Learners in The Division of Pangasinan II

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Abstract — According to "Teaching Special-Requirements Students in the Regular Classroom—One Perspective," an Individual Education Plan (IEP) is essential for meeting the specific needs of children with special educational needs and enhancing their academic performance. An IEP can be a powerful tool to help unique kids advance and succeed in school. The IEP has going for one as the core of delivering accessible and appropriate public education. IEP is more than just a written legal document or "plan." It acts as a strategic plan outlining the curriculum, supports, and services students in the unique education program need (The Understood Team, 2020). They also give background on why choosing an educational strategy and method to raise SPED students' performance is essential. This study will explicitly cover the accomplishments of an Individual Education Plan. It will examine how this Case Analysis was employed and how effective it was at helping implement Individual Education Plans. Contrarily, Lagundini (2005) discovered that pupils typically learn more effectively when they take the initiative. She asserted that when their motivation grows and can be enhanced, so their performance and accomplishments. The study focused on the issue of providing special education to students with known disabilities, wherein personalized training will fit each student's individual learning needs and allow them to reach their full potential. Concerning the proposed study, the researcher will investigate how an IEP for the SPED program, which falls under the umbrella of inclusive education, is implemented. Thus, this study attempted to determine the extent of implementation of individual education plans among the SPED schools in the Division of Pangasinan II. Accordingly, the study will check that: 1. There is no significant difference between the level of IEP across the qualifications of teachers and SPED Program.

The relationship between the level of IEP and the qualifications of SPED Program is the same. A descriptive study methodology was used. Comparing and contrasting existing variables to find significant differences and relationships is a crucial component of the research methodology. This study utilized the survey questionnaires to collect data from the 11 SPED Centers in the Division of Pangasinan II. In conclusion, to better serve kids with the three most prevalent disabilities—intellectual disability, hearing impairment, and visual impairment—the SPED Centers in Pangasinan II Division will hire more teachers. This results from the teachers' handling of the SPED programs' level of learning competency attainment.

Keywords — *Implementation, Learning Competencies, Special Education, Teachers, SPED Centers*

I. Introduction

McDonald E. (2010) asserts, "All special-needs students are capable of success. Each will succeed according to their ability, but all can succeed." This assertion, which she made in her paper

"Teaching Special-Needs Students in the Regular Classroom—One Perspective," emphasizes the necessity of an Individual Education Plan (IEP) to address the needs of children with special educational needs and enhance their academic performance. The implication is that an IEP can be used as a powerful tool to help unique kids advance and succeed in school. The IEP is supposed as the centre of delivering a free, suitable public education. The essential document guarantees efficient and legal program design, execution, monitoring, and enforcement. It is the cornerstone of the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004. It is a general guide for special education services (Conroy, Yell, & Katsiyannis, 2008; Diliberto & Brewer, 2012; Gartin & Murdick, 2005, as cited by Rotter, 2014). Today, determining the modifications that will help the kid achieve in the general education curriculum is the main objective set when using an IEP. Following through on its original intent, it continues to pinpoint helpful changes should a child require a significant curriculum adjustment or modification to ensure success and meet the student's educational needs (Watsons, 2019).

In this context, it is essential to be aware that local school systems frequently include additional information in IEPs to show compliance with specific requirements of federal or state law. One reason IEP forms may range from one school system to another or state to state is the freedom with which the school systems must develop their IEP forms (U.S. Department of Education, 2019). In addition, according to Lee-Tarver (2006), once everything is studied, the special education teacher is typically designated as the case manager or the person who will monitor and record that the IEP is living followed.

The IEP process entails the participation of everyone involved with the child's education. Members of the IEP team include the student's parents, a special education teacher, a classroom teacher, therapists, and even caretakers.

II. Methodology

The researcher will employ a descriptive method of research. The research process involves comparison and contrast and attempts to discover significant differences and relationships between existing variables. This study will secure evidence concerning current or existing situations. The study will use the standard survey method through questionnaires. The researcher will prepare the questions so that respondents and readers can understand the information contained in the data. The researcher will employ a descriptive method of research. The research process involves comparison and contrast and attempts to discover significant differences and relationships between existing variables. This study will secure evidence concerning current or existing situations. The study will use the standard survey method through questionnaires. The researcher will prepare the questions so that respondents and readers can understand the information contained in the data.

The study participants will be the 11 SPED Centers in the Division of Pangasinan II. Currently, there are 11 SPED Centers, and 50 SPED teachers who will be the participants of the study for the implementation of the IEP for SPED Learners in the Division of Pangasinan II.

The research will occur in the 4th, 5th, and 6th Districts of Pangasinan.

Significantly, the study will manage at the 11 SPED Centers in the Division of Pangasinan II.

This study will use the survey questionnaires as a data gathering tool. Checklist on the personal and professional attributes of the respondent, physical facilities, qualifications of teachers, and the number of SPED programs, as well as other details related to the implementation of IEP for SPED learners in the Division of Pangasinan II will be prepared based on the researcher's experiences, observations, and readings. The items of the questionnaire will adopt the five-point Likert-scale type of responses.

The questionnaires will be evaluated and refined by members of the researcher's panel and other experts. The finalization of the questionnaire will be to the suggestions and after approval of the committee on oral examination.

A questionnaire is a principal tool for gathering data. Trial and validation of the questionnaire will manage with one (1) research expert and one (1) special education teacher who is not part of the actual set of respondents.

Validation ascertains that every question is clearly understood and within the experiences of the actual respondents of the study. It will ensure that the respondents can answer the questionnaire and that the data gathered will be valid and reliable.

The instrument used to collect data was in detail in terms of the following scale values with the corresponding descriptive equivalence:

Mean Scale Value	Descriptive Rating
1.00-1.80	Very Low
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Very High

The incorporation of all suggestions of the research experts will be in the final draft. Further comments and approval of the Oral Examination Committee will propose to the adviser.

The researcher will secure permission from the Schools Division Superintendent of Pangasinan II before administering the research. The researcher will distribute the questionnaires

to the needed respondents after the approval of the proper authority. The conduct will be possible with the help of the special education teachers and other personnel directly involved in the study.

The researcher will personally distribute the questionnaires to the respondents or send the questionnaires through online platforms. Likewise, the researcher will personally retrieve or ask friends to retrieve or gather the same questionnaires online. Utmost confidentiality will be assured to avoid inhibitions from the respondents in accomplishing the questionnaires.

The research subjects will answer the questions to choose their preferred response by checking or supplying the needed information in the blank spaces provided. The respondents will consequently answer the questions related to the study.

The data that will collect from the questionnaires will increase to the appropriate tools to answer the specific problems of the study. The data will be suited, organized, tabulated, and presented in textual and tabular form.

1. For problem number 1. the average will be disciplined in weighted mean will experience to determine the level of implementation of IEP for SPED learners in the Division of Pangasinan II. The following scale/guide will use to interpret and analyze the data gathered.

Mean Scale Value	Point Value	Descriptive Rating
4.21 – 5.00	5	Very High
3.41 – 4.20	4	High
2.61 – 3.40	3	Moderate
1.81 – 2.60	2	Low
1.0 – 1.80	1	Very Low

2. For the significant relationship between the level of IEP and the qualifications of SPED programs, analysis of variance and Pearson r Product Moment Coefficient of Correlation will use.

The study data will be processed, organized, and summarized using the Statistical Package for Social Sciences (SPSS). The data will translate, analyzed, and interpreted regarding frequencies, ranking, percent, and measures of central tendencies and variability. Being descriptive, the researcher will attempt to comprehensively and exhaustively qualitative and critical in his analysis.

SIGNIFICANCE OF THE STUDY

This Division of Pangasinan II's Individual Education Plan for SPED Learners must be classified to analyze the successfully implemented elements that require reinforcement properly. The SPED Centers in the Division of Pangasinan II may benefit much from this, particularly in implementing the Individual Education Plan. The benefit will also help SPED Teachers, kids with

special needs, parents, and the community improve performance and the final product. The SPED Center will benefit from a solid and enhanced individualized education plan.

This study's findings help the school choose the IEP best suited for the students in implementing the plan in the field and highlight the advantages and disadvantages of the IEP implementation of SPED students in the Division of Pangasinan II. The results may also be the basis for future IEP plans at the various SPED Centers.

The following individuals will benefit from this research: SPED teachers, administrators, parents, students with intellectual disabilities, and the community.

The findings of this study will significantly aid the various SPED Centers and SPED teachers in both public and private schools in understanding the benefits of correctly implementing the appropriate Individualized Educational Plan. The present would help direct the concerned SPED teachers in highlighting the critical elements of a successful strategy among the SPED students.

When the supply current is turned "OFF" (de- Finally, SPED students can take advantage of the advantages of the IEP implemented for them. They will present with the best IEP for them, which can result in positive habits, abilities, and knowledge development.

III. Results and Discussion

This chapter presents the data collected, statistical analyses made, and the interpretation of the salient findings. The results of the studies of the data were organized in tabular form and sequenced in the order of the specific research problems that they were intended to answer.

Table 1. SPED programs of SPED Centers

Educational Attainment	Frequency	Percent
Attention Deficit		
Hyperactive Disorder	33	12.00
Autism Spectrum Disorder	38	13.82
Cerebral Palsy	38	13.82
Hearing Impairment	40	14.55
Intellectual Disability	39	14.18
Multiple Disability	29	10.54
Specific Learning Disability	28	10.18
Visual Impairment	30	10.91
Total	275	100

The five elements of SPED programs at SPED centers are Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, Cerebral Palsy, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Specific Learning Disability, and Visual Impairment. Hearing impairment is the most significant percentage across these SPED programs, at 14.18%. Hearing assistance services are available for students with severe hearing loss and prevent them from progressing through the general education curriculum. According to Xu (2018), hearing impairment is when, even with amplification, a person's ability to hear is limited, impaired, or non-existent, which negatively impacts one or more of the following: oral communication challenges, decreased performance on hearing acuity tasks, and challenges understanding the information presented auditorily in educational settings. Both students who are hard of hearing and those who are hard of hearing must have in this category.

Regarding this, it is typical for kids who are deaf or hard of hearing to need a range of special education services to receive a decent education. Zaid and Hornby (2020) found that children and families who participated in early intervention programs while language and cognitive development was at its best had better outcomes than those who began receiving help later. The traditional special education programs have included approaches for developing language, speech, and auditory development and techniques for providing emotional support and awareness of various hearing impairment problems (Susanto et al., 2019). Regardless of how they prefer to communicate, children's language development is advanced to see if they are meeting language benchmarks and if further interventions are required. Along with the standard sign language taught in schools, total communication supports the learning of hard-of-hearing pupils. The hearing-impaired class covers the same material as the usual class, but adaptations generate to help the student's cognitive development by utilizing sign language and manipulative instructional tools. According to Maryanti et al. (2021), as there is no speech therapist in the public schools to take care of the needs of the oral training of the children who are hard of hearing, teachers concentrate on setting up to improve kids' speech issues. The absence of resources for the oralism technique won't impact the overall development of hard-of-hearing kids if the teachers take steps to improve oral abilities (Ekstam et al., 2018). The teachers thus frequently employ specific programs for pupils with intellectual disabilities, which received 13.18%. The ability to speak, take care of oneself, and participate in social interactions is limited in those with intellectual disabilities. These limitations cause them to learn and develop more slowly than ordinary people. Since people with intellectual disabilities have difficulty learning in school, it takes them longer to learn to speak, walk and care for their fundamental needs like feeding and dressing. The general education curriculum, which is the same curriculum studied by children without disabilities, is progressed through by students with intellectual disabilities. According to Cheng and Lai (2020), it is against the law to remove a student from age-appropriate general education classes just because they need accommodations for the same core curriculum. It is crucial to accommodate students with intellectual disabilities in the classroom by offering accommodations that are appropriate for their requirements. They demand additional support, such as instruction, personnel, equipment, or other accommodations, which make it feasible for kids with disabilities to attend

school while typically fully developing them. Since children with intellectual impairments frequently struggle with the adaptive behaviour needed to live, work, and play in society, instructors must understand the modifications and accommodations that aid students with intellectual disabilities. Since students do not develop and increase their abilities without enough challenge, and because there are more opportunities for these challenging situations in a typical classroom, as supported by Kurth et al., students with intellectual disabilities are motivated and challenged to succeed when mainstreamed in a regular classroom (2019). Specific learning difficulties for kids account for the least-used unique program by the instructor, costing 10.18%; multiple learning disabilities come in second place, costing 10.54%. Fish's research categorizes this disease by vague language, speech, and intellectual skill development (2019). Dyslexia, dyscalculia, and issues with reading and writing are all examples of learning difficulties. While multiple learning disabilities are one of the crucial elements of the combination of disabilities that results in the student's severe educational demands having more than one impairment or disability, a specific learning disability is an impairment of academic learning that significantly lowers a student's performance and interferes with a particular area of academics. They cannot receive special education services for just one impairment due to the severity of their educational demands. When given the right special education programs, students with learning disabilities do better in the classroom. It is critical to scrutinize each student's condition and identify their strengths and shortcomings to give the appropriate educational adjustments for those with distinct learning issues. However, most kids with multiple disabilities need help and assistance at some point in their lives. How much support a child needs depends on how severe their disability is. Students with varied disabilities likely need ongoing support and intermittent help with particular tasks. Students with multiple disabilities have unique strengths, educational demands, and skill sets. We can better accommodate each student's learning needs if we know their handicap. Educators are now paying more attention to their skills, interests, and preferences to educate better and empower students. When dealing with teachers who are aware of their specific needs, students feel more at ease discussing their learning strategies. Students are more equipped to look for help when they need it. Through the initiatives, they also promote better testing and teaching methods to expand their prospects for lifelong learning. Students getting ready for higher education will eventually find that being able to advocate for oneself is helpful. Throughout the special programs, tutoring services support students in the best way possible in identifying their learning disabilities and needs. Special education provides pupils with concepts and methods for overcoming differences in learning styles when learning new content in a classroom context. Their success in the early stages of learning, in school and outside the campus, is being prepared. Students can overcome their learning obstacles and successfully pursue and accomplish their professional and personal goals with the help of special education tutoring programs.

Table 2. Level of implementation of IEP for SPED learners in Planning.

PLANNING	Mean	Descriptive
Equivalent		
1.compose a list of the child's strength and weakness	4.72	Very High
2.contact the participants including the school principal, parents/guardians, school counsellor	4.67	Very High
3.list down goals for the learner's future achievements	4.56	Very High
4.talk about priorities and long-term goals	4.72	Very High
5.use specific strategies	4.66	Very High

IEP implementation for SPED students has a very high level of planning. The child's strengths and weaknesses list and the priorities discussed for long-term goals got the highest average of 4.72. It is essential to identify students' strengths and weaknesses at the outset to assist them in creating feasible goals and sticking with a study plan. Therefore, educators must better understand the different learning styles; as a result, it is crucial to identify the student's strengths and shortcomings. The majority of teachers have the propensity to deliver knowledge in their favored style. Students frequently needed help in class since they only received one type of feedback. When students get instruction tailored to their unique learning style, such as visual, auditory, tactile, kinesthetics, etc., they usually do better. Assessing a disabled child's strengths and shortcomings is a crucial first step in the unique education process. Before a kid can receive special education and associated services, a complete and thorough evaluation of the child is necessary to establish whether the child has a disability and is eligible for special education. Through better learning, it is essential to assist each learner in identifying their preferred learning style and providing helpful feedback. Students aware of their preferred learning methods can incorporate the right tools and settings into their study plan. When studying from instructors who consider their students' learning preferences, students have a choice in how they assimilate knowledge and demonstrate their understanding. A child must be the sole subject of a complete, individual, and individualized formative evaluation. Identification of each person's assets and obligations has long been standard procedure. The assessment of a child involves much more than merely having them take an exam for that class, that school, that district, or that state while sitting in a classroom with the other students. Large-scale tests or group-administered instruments are not

adequate to diagnose a disability, identify what special education or related services the kid requires, and develop an appropriate educational program for the child. However, how the youngster does on these tests will provide essential data for associated examinations.

Conversely, the areas that required the minor intervention had a mean of 4.56 for setting goals for the learner's future success and a mean of 4.66 for using certain tactics. Setting up learning environments in the classroom and at school, as well as assisting kids in identifying their current learning levels, can be challenging but have enormous potential benefits. One technique for involving students in the use of data is goal formulation, which consists in reviewing their assessment results, working with their teachers to define realistic but aspirational improvement objectives, and frequently using those accomplishments to motivate their subsequent learning (Maryanti et al., 2021). These goal-setting techniques significantly improve educational environments and student outcomes when adequately implemented. It makes sense that kids do better when they take ownership of their education. According to Ayda et al. evaluations of the research, for instance, goal-setting can lead to increased learning for students between 18 and 41 percentile points (2020). Effective goal-setting strategies can help students focus on specific targets, encourage them to seek academic challenges, and demonstrate how their current work links to future successes across various grade levels, topic areas, and courses (Tohara, 2021). However, not all goal-setting techniques will inspire learning. The four elements of tasks that inspire students must treat when setting goals: providing them with opportunities to gain competence, granting them control or autonomy, developing interest, and altering their perceptions of their abilities (Cheng and Lai, 2020). For particular students, various venues and programs are perfect. Attending a special needs school or class is generally the best option for pupils who require much support. Less-supportive students who require

fewer adjustments may perform better in a part-time withdrawal class, an integrated class, a regular class with resource assistance, or a regular class with indirect support. As a result, strategies are essential in handling these situations. Special needs schools and programs act as a protective barrier for many students. They offer essential materials and services, customized instruction, and knowledgeable assistance. However, they can occasionally lead to stigmas, a lack of integration, and issues transitioning to a regular school. The program's style has a significant impact regardless of whether it is a devoted school, a dedicated class, an integrated class, a withdrawn class, a regular class with resource support, or a regular class with indirect help. It is crucial to monitor the accommodations and whether the kid uses and benefits from them (Batanero & Rueda, 2021). Additional student meetings may supplement the IEP meeting if changes need to be required. The special education teacher's job is to compile the information for the IEP meeting, where the attendees are on crucial information.

IV. Conclusion

1. The SPED Centers in Pangasinan II Division shall assign more teachers to handle students with intellectual disability, hearing impairment, and visual impairment, the three most common disabilities. This is due to the extent of attainment of learning competencies in the SPED Programs handled by the teachers.

The variable shows high IEP implementation for SPED students in Pangasinan II.

2. The degree of IEP implementation is significantly correlated with the level of execution of the SPED programs run by the instructors, according to research. rom

V. Recommendations

The following are the recommendations forwarded based on the findings and conclusions of this study:

It is strongly recommended that SPED teachers maintain their education. To sustain the high level of learning in the execution of IEP programs, SPED instructors must take more proper training. To work with SPED instructors nationwide, the SPED teachers who responded to the survey should join national SPED groups.

Specific developmental IEP programs must be created and implemented, along with profile factors that support the execution of IEP programs in the Division of Pangasinan II.

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