

# **The Effectiveness of Individual Educational plan (IEP) Application among Pupils with Learning Disabilities (PLD) Basin School, Jazan, Saudi Arabia.**

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## **Abstract:**

This study was conducted during (2014- 2015) in basic School, Jazan, Saudi Arabia. The study aimed to investigate the application of (IEP) among pupils with learning disabilities. The researcher used descriptive methods as well as they applied five sets of questionnaire designed by them. The community of this study consisted teachers in elementary schools. Sample was chosen randomly included (43) teachers. Researcher used SPSS depends on many tests such as T-test for one sample, (ANOVA) . Finally, the results are as following: The effectiveness of IEP application among pupils with learning disabilities in Elementary Schools is positive (high than normal), There are no significant differences in the application of the IEP among pupils with learning disabilities based on the age, There are no significant differences in the application of the IEP among pupils with learning disabilities based on the training variable, and experiences variable.

**Keywords:** effectiveness, IEP, learning disabilities.

## **1. 1 Introduction:**

The researcher refer to the field of special education from areas that gained the attention of educators and families with special needs, policymakers and educational decision. As a result of the progress wrought a change in the lives of many people with special needs, and take care of them and blow their energy categories, and upgrading their neglect of the stage, extortion, and displacement, isolation, containment, development, integration, demobilization. In addition the field of learning disabilities is a relatively new areas in the field of special education, which had been accepted by a lot of educational leaders, where it distinguished between many of the concepts that were included under its umbrellahan (underachievement, slow learning). Where she worked on an assessment of the capabilities of people with learning difficulties, and planning individualized education building them to identify the strengths and limitations they have and work on them. A brief of "Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, cognitive disabilities, emotional disturbance, cultural factors, environmental or

economic disadvantage" (Evers.T.2013).The individual educational plan (IEP) describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively, Developing an IEP requires assessing students in all areas related to the known disabilities, simultaneously considering ability to access the general curriculum, considering how the disability affects the student's learning, forming goals and objectives that correspond to the needs of the student, and choosing a placement in the least restrictive environment possible for the student(Tamika.P. La Salle, 2013), the IEP provides a written record of decisions made at IEP meetings (Goldberg, F, Paula, 2014), an IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a team meeting that specifies the individual educational needs of the child and what special education and related services are necessary to meet the child's educational needs (Wright. I. P, 2010).

The federal and state regulations require that certain individuals must be involved in developing a child's IEP, including when secondary transition services are considered: At least one regular education teacher, if the student is (or might be) participating in the general education environment, At least one special education teacher or provider, A representative of the local educational agency who is knowledgeable about specially designed instruction for students with disabilities, the general curriculum, and the availability of local educational agency resources, The parents, The student, as appropriate, Someone who can interpret the instructional implications of evaluation results, who may be another team member, Other people whom the parents or the school personnel have chosen to invite, When secondary transition services are considered, then the school division must invite (with consent of the parent or adult age student) a representative of any participating agency that is likely to be responsible for providing or paying for transition services (Wright, I, Patricia, 2010).

The strategy section often indicates: The approach and/or resources to be used, Where the activity will take place, how often, on what days, or in what period. The staff person who will work with the student. An IEP usually includes one or more of the following types of strategies: Provides intensive, direct instructional intervention (e.g., remedial or compensatory). Extends content for enrichment. Adapts the learning environment to enhance mobility or meet sensory needs, Provides alternative approaches to instruction and/or evaluation, Uses adaptive or assistive technologies, Provides specialized services (Braille, orientation and mobility, speech reading, sign language instruction),If the student is preparing for transition between schools or after secondary school, the following considerations are important: Input from the family and student regarding needs, preferences, interests and concerns, Key support people or agencies that will be part of the student's life in the next setting. Support for communication within the new setting. Opportunities for the student to explore/experience new settings in advance of the transition. The connection of the family to service agencies, if relevant. Exposure to vocational experiences prior to leaving school (British Columbia, (BC, 2009).The IEP process involves the following five phases: Gather information, Set the direction, Develop the IEP as it relates to the student's special education program and services, Implement the IEP and Review and update the IEP (Ontario, 2014). An IEP must be developed before services can begin. This document is called the initial IEP. The school must make sure that this first IEP meeting is held within 30 calendar days after a child has been found eligible for special education and related services.

**1.2The keys of IEP success:** First key: Build Your Portfolio Build your portfolio: Build Your Portfolio Build your portfolio With Parent Observations, Medical Records, School Records and School Evaluations to become a key participant on the IEP team that will eventually contribute towards the decision of the placement or program for your child. Keep your records in chronological order with the latest date on top (Ontario, 2014). Parent Observations: including Growth and

developmental milestones (when the child walked, talked, etc.), Comments on interaction with other children, How well does your child do homework?

Medical Records: including all physicians' reports, Diagnostic test results And Medical tests such as neurological testing, Eye-ear exam, Ear, nose and throat (ENT), lectro Encephograph (EEG), Multi-resonant imaging (MRI), School Records (request from school in writing) including Student's behavior in school as reported by teacher, Teachers' correspondence (notes on conferences), Report cards—past and current, Test results (classroom tests and standardized tests, School Evaluations: including Psycho-educational, Social History and Special evaluations such as Speech and Language. The second key: Understand Evaluation: Understand the evaluation is the key to power also the evaluation typical test include initial evaluation "student observation, physical examination, psycho-educational evaluation, social history and the special tests. The third key involve Know Available Programs(Noe.M, et al,2011), When developing your child is IEP, the team must consider five areas, your child's strengths. Your concerns regarding your child's education, The results of the most recent evaluation, Academic, developmental, and functional needs, Special factors (Goldberg, F, Paula, 2014), The eligibility determination must be made by the IEP team Based upon an analysis of information from a variety of sources, (academic achievement tests, functional performance, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior) the IEP team would determine if: The student is progressing at a significantly slower rate than is expected in any area(s) of concern, The student's performance is significantly below performance of peers or expected standards in any area(s) of concern, and The student's needs in any area(s) of concern are significantly different from the needs of typical peers and of an intensity, that exceeds general education resources.

### **1.1 LITERITURE REVIW:**

AL-Khashrami , A. Sahar (2003 ) refer to The results of the study revealed many difficulties facing the implementation of the IEPs in schools and centers, ranging from lack of details to inappropriate implementations, Homidi. A., Moayyad (2013) refer to the results revealed that the third item: (The (IEP) is a routine work and far away from the practical implementation issue) has the highest average: (3.25), while the item: (I discuss the results of (IEP) with the parents at the end of the school year) got the least with an average: (2.51), The mean of the total degree was (3.66). In addition, the results indicated that there were no significant differences due to sex. However, there were significant differences due to the qualification dimension for the benefit of Master's and higher degree. For the experience variable: there were significant differences for the benefit of (below 5-year) level. Mohamod.M. Abdelsaboer (2011) refer to the results indicate that: status individualized educational plan was positive. There are significant differences in the parent responses of the status individualized educational plan according to the kind of the son handicapped, the level of parents learning, the income level and the age. There are no significant differences according to differences of educational environment and learning stage. The level of obstacles individualized educational plan was low under the average. There are no significant in the parent responses according to the kind of son handicapped. There are no significant according the differences of parent's level learning educational environment and learning stage. Abu al-Qasim.G. Firdaus (2006) refer to the results indicate following that: Which confirmed of the effectiveness of the program is high. also showed (87.1%) of normal female student teachers were observed student progressing after enrollment program, (89.45%) of learning difficulties teachers always observed a positive impact of the program among female student with learning difficulties, (47.6%) of school directors observed a high academic achievement for female students, (76.1%) of the parents also noted the progress of female student achievement. (93.5%)of parent are agreeable on receive in

Resource Room services when they needed it, (100%) of the learning difficulties teachers received positive parents agreement for Resource Room services, (78%) of female student with learning difficulties always feel confident of success after they received the sources room service, (50%) of the peer group of them are enhanced for him, (60%) of the female student with learning difficulties have become participated in activities, (85.1%) of the learning difficulties teachers observed always positive impact the social interaction of students after enrollment program and (89.4%) of them noticed a trust for the student herself after joining the program, in addition Karl W. Kosko & Jesse L. M. Wilkins (2009) Results indicate that any amount of professional development in a 3-year period significantly predicts teachers' perceived ability to adapt instruction; however, at least 8 hours of professional development in a 3-year time frame was related to an increase in teachers' perceived ability to adapt instruction, more than twice the effect of less than 8 hours. Additionally, professional development was found to be a better predictor for increasing perceived ability to adapt instruction than was teacher experience with instructing students who have IEPs.

## **2. METHOD AND TOOLS**

### **2.1 Method Research Approach**

In a study, the researcher used descriptive method, depend on analytical techniques. In addition, were consists of questionnaire adapted by the researcher.

### **2.2 Study Group:**

It formed from female student with learning difficulties in basic school, in Jazan, Saudi Arabia. (50) Of male pupils with learning difficulties. Also consisted major of learning difficulties teams there are including learning difficulties teachers, normal classroom teachers, directors of learning difficulties programs and directors of educational.

### **2.3 Sampling:**

The researcher used a simply random sampling method. The sample was conducted with (20) pupils, also including (43) teachers, (11) of them are specialized in learning disabilities, (27) are general teachers, and (2) are supervisors in learning disabilities programs and (3) of them are educations.

### **2.4 Supervisors-Questionnaire Techniques:**

The questionnaire was conducted by the researcher, is formed from (40) phrases distributed into four dimensions, Teachers of (LD), dimension includes (10) phrases, Teachers of normal achievement, dimension includes (10) phrases, Supervisors of (LD) dimension includes (10) phrases. Supervisors educationally, dimension includes (10) phrases. In order to ensure the validity and reliability of the questionnaire form, it distributed to four instructors who had completed their doctorates and this form developed in accordance with the opinions of the instructors, then pilot were conducted and the totally value of reliability was found. It was about (0.88) and after that, the questionnaire forms became ready for application.

### **2.5 Practical Procedures:**

The principle of voluntarism was the pre-condition of participating in questionnaire. For the questionnaire, an explanation was prepared. The goal of the research and how the study would be carried out were clearly stated in it. In addition, it was emphasized that the identities of the participants would remain confidential. During the questionnaire, written forms were used. Questionnaire took place between 1-21 days, and the researcher used E-mailing technique to answering the questionnaire.

## 2.6 Data Analysis:

After collecting data, the researchers used many tests are T- test for one sample, one-way analysis of variance (ANOVA) to examine the study hypotheses depend to SPSS program.

## 3-RESULTS:

**3.1.1** What the effectiveness level of (IEP) application among learning difficulties students in basic school? To answer this question, the researcher used (T) test for one sample, table (1) shows the result. When we compare the mean respectively (53.62), (39.51), (40.500), (35, 33), with stander mean (32, 32. 30, 30), we found the mean is greater than stander mean and the significant level (0.05) is greater than the sig value (0.00), this is means that the level of (IEP) application among learning difficulties students in basic school is positive (high than normal level).

**3.1.2** What are the differences in (IEP) application according to the age variable?

To answer this question, the researcher used one way analysis of variance (ANOVA), table (2) shows the result. When we found (f) values are respectively (3.22), (0.47), at sig (0.30), (0.36), are not significant at the level (0.05) there are means there are no significant in (IEP) application according to the age variable.

**3.1.3** What are the differences in (IEP) application according to the training variable?

To answer this question, the researcher used (f) one way analysis of variance (ANOVA), table (3) shows the result. When we found (f) values are respectively (3.22), (0.47), at sig (0.288), (0.301), are not significant at the level (0.005) there are means there are no significant in (IEP) application according to the training variable.

**3.1.4** What are the differences in (IEP) application according to the training variable?

To answer this question, the researchers used (f) one way analysis of variance (ANVA), table (4) shows the result. When we found (f) values are respectively (0.28), (0.26) at sig (0.88), (0.93) are not significant at the level (0. 05) there are means there are no significant in (IEP) application according to the training variable.

### Tables show the results:

Table (1) show the effectiveness level of (IEP) application among learning difficulties students in basic school.

Groups	n	standard	Mean	Std	T value	df	Sig	Significant
Teachers of (LD)	11	32	53. 62	9.89	17.98	10	0.005	Significant
Teachers of normal achievement	27	32	39.52	5.26	39.06	26	0.000	Significant
Supervisors of(LD)	2	30	40.500	0.71	81.00	1	0.008	Significant
Supervisors Educationally	3	30	35.33	4.51	13.57	2	0.005	Significant

Table (2) show the differences in (EIP) application according to the age variable.

Groups	Source of variance	Some of squares	Df	Mean of squares	f.value	Sig	Significant
Teachers of (LD)	Between groups	436.41	2	218.21	3.22	0,296	No significant
	With groups	542.13	8	67.77			
	total	978.55	10				
Teachers of normal achievement	Between groups	27.13	2	13.56	0.47	0,355	No significant
	With groups	691.62	24	28.82			
	total	718.74	26				

Table (3) show the differences in (EIP) application according to the training variable.

Groups	Source of variance	Some of squares	Df	Mean of squares	f.value	Sig	Significant
Teachers of (LD)	Between groups	436.41	3	143.90	3.22	0.288	No significant
	With groups	542.13	7	78.12			
	total	978.55	10				
Teachers of normal achievement	Between groups	27.13	7	33.33	0.47	0.301	No significant
	With groups	691.62	19	25.55			
	total	718.74	26				

Table (4) show the differences in (EIP) application according to the experiences variable.

Groups	Source of variance	Some of squares	Df	Mean of squares	f.value	Sig	Significant
Teachers of (LD)	Between groups	152.71	4	38.18	0.277	0.882	No significant
	With groups	825.82	6	137.64			
	total	978.55	10				
Teachers of normal achievement	Between groups	42.28	5	8.41	0.261	0.929	No significant
	With groups	676.73	21	32.23			
	total	718.74	26				

#### 4. DISCUSSION:

**4.1** The application of the IEP among student with learning dis abilities is effectiveness (high). This result is in line with study of Homidi., A., Moayyad (2013) it found that The (IEP) is a routine work and far away from the practical implementation issue, has the highest average: (3.25), while the item: (I discuss the results of (IEP) with the parents at the end of the school year got the least with an average: (2.51). The mean of the total degree was (3.66), in addition agreed with study of Mohamad.M. Abdelsaboar. (2011) it indicate that, status individualized educational plan was positive, also this result in line with study of Abu al-Qasim.G. Firdaus. (2006) it found that which confirmed of the effectiveness of the program is high, also showed (87.1%) of normal female

student teachers were observed student progressing after enrollment program, (89.45%) of learning difficulties teachers always observed a positive impact of the program among female student with learning difficulties, (47.6%) of school directors observed a high academic achievement for female students, (76.1%) of the parents also noted the progress of female student achievement, (93.5%) of parent are agreeable on receive in Resource Room services when their needed it, (100%) of the learning difficulties teachers received positive parents agreement for Resource Room services, (78%) of female student with learning difficulties always feel confident of success after they received the sources room service, (50%) of the peer group of them are enhanced for him, (60%) of the female student with learning difficulties have become participated in activities, (85.1%) of the learning difficulties teachers observed always positive impact the social interaction of students after enrollment program and (89.4%) of them noticed a trust for the student herself after joining the program, in addition agreed with Homidi. A., Moayyad (2013) it found that (The (IEP) is a routine work and far away from the practical implementation issue) has the highest average: (3.25), while the item: (I discuss the results of (IEP) with the parents at the end of the school year) got the least with an average: (2.51), the mean of the total degree was (3.66), Mohamad.M. Abdelsaboer. (2011) the results indicate that: status individualized educational plan was positive.

Researcher explain This result as to reflect the level of quality learning difficulties applied programs in resource rooms, and their effectiveness in improving the capacity of people with learning difficulties, and the development of academic skills and by the Academy. This achieves the greatest achievements of the Kingdom of Saudi Arabia and their goals and their own vision and interest in the services and programs of learning and development difficulties, the direction in which puts it in the forefront of Arab countries in the field of care for people with special needs

**4.2** There are no significant differences in the application of the IEP among pupils with learning disabilities based on the age, in line with study of Mohamad.M. Abdelsaboer (2011) it found that there are significant differences in the parent responses of the status individualized educational plan according to the age, in addition agreed Karl W. Kosko & Jesse L. M. Wilkins (2009) it indicate that any amount of professional development in a 3-year period significantly predicts teachers' perceived ability to adapt instruction; however, at least 8 hours of professional development in a 3-year time frame was related to an increase in teachers' perceived ability to adapt instruction, more than twice the effect of less than 8 hours.

The researcher explain this result as there is interest in upgrading and rehabilitation of special education teachers on learning disabilities programs, as reflected interest in the different age groups (newly employment staff, practiced staff), which is reflected in the lack of differences between them in terms of performance, and knowledge of the application of the individual program with learning disabilities.

**4.3** There are no significant differences in the application of the IEP among pupils with learning disabilities based on the training variable.

It is recognized that there are differences between the teacher trained and non-trained in the application, but this result was different to the expectations of the researcher, researcher attribute this result to the level of awareness of the teacher teaching duties and skills, abilities and super skilled in promoting learning difficulties. Researcher refer that general education teachers take few courses on teaching students with special, some teachers take a single course on special education in college, but the vast majority of these courses do not provide instructional strategies. These courses typically focus on the legal responsibilities of teachers with students who have IEPs and the legal rights of such students In addition The researcher suggests that teachers needed to learn more effective strategies for teaching students with LD , to offer professional development opportunities. In addition, the researcher suggests that teachers needed to learn strategies that are more effective

for teaching students with LD, to offer professional development opportunities in this area, Further; the lack of in-depth in-service training limits the effectiveness of teaching strategies s area.

**4.4** There are no significant differences in the application of the IEP among pupils with learning disabilities based on the experiences variable. This result is in line with study of Homidi. A., Moayyad (2013), it found that there were significant differences due to the qualification dimension for the benefit of Master's and higher degree. For the experience variable: there were significant differences for the benefit of (below 5-year) level, in addition agreed with study of Karl W. Kosko & Jesse L. M. Wilkins (2009) it found that professional development was found to be a better predictor for increasing perceived ability to adapt instruction than was teacher experience with instructing students who have IEPs.

This result recognized that there are differences between the teachers highly experienced and who and who did not have a good level of experience in the application, but this result was contrary to the expectations of the researcher, attributes the researcher this result to the level of awareness of the teacher's duties faculty and technical skills, superior abilities in promoting skilled learning difficulties

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