

# A Review on Individualized Educational Program in Some Countries

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**Abstract**— There are many public schools in some countries which accept children with special needs, otherwise those schools still have not given and provided the service which can accommodate those students" necessary. This writing tries to give the generally description and broad outline policy about education service especially for the children with special needs who need the special necessary in general or public school, especially connected with the service of Individualized Educational Program (IEP) in some countries which is effective up to now. It so happens in some selected countries, such as United State of America, United Kingdom, Australia, Hongkong, New Zealand, Thailand, Saudi Arabia, and Indonesia. Seven of the eight countries were selected for the writing of this article because education services for children with special needs especially about IEP are already underway and there are many writings that examine the subject. However, for the selection of the State of Indonesia itself due to providing an overview of how the IEP was held in Indonesia.

**Keywords**— *IEP in United States of America, IEP in United Kingdom, IEP in Australia, IEP in Hongkong, IEP in New Zealand, IEP in Thailand, IEP in Saudi Arabia, IEP in Indonesia.*

## I. INTRODUCTION

Educational Program (IEP) is the important document in special education. IEP document in public school which accepts the children with special needs, or more well-known as inclusion school. According to USA's Law, the term of Individualized Educational Program or IEP means a written statement for every student with special needs is developed and improved, observed and revised in the meeting. This IEP document must be contained specific data about the students included

academic, functional, and social. Besides, it also contains the long-range purpose and short-range one measured, special education service (the changing or adaptation towards study program) which is provided to students or children, the date or time of establishing the program, criteria of achievement, and also evaluation [1]. The newest book in education word [2] define IEP as the result of systematic planning of instructional action which is needed to fulfill the student's necessary with intellectual difficulty or physic. The purpose of this IEP arrangement is to accommodate the children with special needs service in public school.

The rest of this paper is organized as follow: Section II describes the review results. Finally, Section III concludes this work.

## II. A REVIEW ON INDIVIDUALIZED EDUCATIONAL PROGRAM IN SOME COUNTRIES

### A. IEP in USA

In USA, all students who accept the education in public schools and have identified belonging special necessary or named as SEN made them compulsory to have IEP. In 1975, there was the instructing policy for schools to give the service to the children with special needs who needed special necessary, this regulation was well-known as the Education Law for all the children with special needs (EHCA). Otherwise, in 1990, this regulation was changed as the new one, namely Individuals with Disabilities Education Act (IDEA) [3]. Every district of school in USA has special law assignment to identify, search and evaluate the children with special needs, including the immigrant students. In the IDEA also contains an explanation of children who are entitled to IEP services are those aged 3 to 20 years, and the IEP document will be completed with a transition service program before the child is 16 years old.

The arrangement of IEP in USA needs the collaborations of parents, teacher, and other ones needed. As state in IDEA which decided that every individual has the role in arranging IEP, the individuals must cooperate in arranging the program, so that formed the team of IEP. It so happens the team of this IEP involving the teacher, parents, teacher's psychologist, pathologist of speech-language, and the therapy service of occupation of physic therapy. The multidiscipline approach become important because of seeing the different perceptive perception about purpose and accurate suggestion for children or students [4]. After team of IEP formed, so this team will hold the meeting. Before holding the meeting of IEP, assessment planning was sent to the parents to get the parents" permission in order that they can evaluate their children. After the parents signed the form, and permitted it, the school has 60 days to establish all the test, then it has been the meeting of IEP [5]. The purpose of the meeting of IEP team is to decide the children's or students" necessary, recommend the accurate placement and teaching learning strategy, determine and decide target and observe or evaluate the planning of annually program [6].

The process of IEP establishment has five phases, namely, Referral for Evaluation, Evaluation, Determining, Eligibility, Writing the Individualized Education Plan, and

IEP meeting. The establishment of this IEP is keeping on being evaluated in order that implementation can be based on the students' or children's necessary. IEP in USA must be designed to indicate what is expected can be achieved by the child or student in one year, provide the high expectation and educational function to the children with special needs, determine the access of curriculum and public education standard in public class as maximal as possible, and provide the effective transition service to promote the successful post-secondary experience including university lecture and career to prepare the children with special needs to enter on productive and autonomous life [7].

### B. IEP in United Kingdom

There are some laws arranging about special or extraordinary education, such as The Children and Families Act 2014 – Part 3, The Special Educational Needs and Disability Regulations 2014 (amended twice in September 2014 and March 2015) the main set of Regulations underpinning the Act, The Special Educational Needs (Personal Budgets) Regulations 2014 - special set of Regulations dealing with personal budgets and direct payments, dan The Children and Families Act 2014 (Transitional and Savings Provisions) (No.2) Order 2014(amended with effect from 1st September 2015)– special set of Regulations dealing with transition from statements and learning difficulty assessments to EHC plans [8]. Beside those laws, there is still special regulation supporting about IEP service 2002, that law is Special Educational Needs of Practice (SENCP) whose implementation is under the protection of Department for Education Skills (DFES). Before there was SENCP, there was other code in 1996, entries in Special Educational Needs and Disability Act 2001, which was renewed as SENCP later.

The service being provided for the students or children needing special service is given before they grow up to the age of 25 years old beginning from Learning Difficulty Assessment (LDA) report, level of need, support, required, learning provision, include aspirations and views of the young person, shared in time to ensure provision and support are in place from the outset [9]. IEP service provided to the children needing special service by having the criteria, they have difficulty, for instance, the students having learning or studying difficulty on numbers or reading writing counting difficulty [10].

The IEP team in the UK, parents, principals, teachers, and professionals according to the needs and conditions of the child. The process of arranging IEP in Britain consist of some phases, such as, assessing, collaborating, writing, introducing, monitoring, reviewing and reporting [11] in Figure 1.

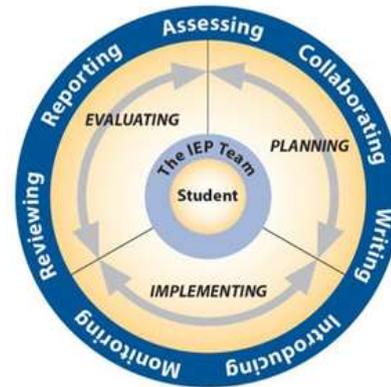


Fig. 1: Model of IEP Development in United Kingdom

There is "School Action Plus" to support the IEP. School Action Plus is a SEN-based school. The purpose of School Action Plus establishment is to improve and continue the children's or students' progress, continue the curriculum having been made, given to the children who get the difficulty in improving their literacy and math skill, provided to the children having the emotional and attitude difficulty in which substantially and regularly disturb their teaching learning themselves of from group of class, although it has program individualization of attitude management, provided to the children having sensory or physic necessary, and needing additional specialist equipment or visiting by specialist service, given to the children having communication or interaction difficulty in which is going on hampering social relation development and causing big obstruction to study [12]. School Action Plus explains that IEP must be arranged to know the changing made towards the decision having been given to the students. They should also note the other important information, such like, successful criteria, students' special achievement, the strategy used by the teacher, and short-range special purpose [13].

### C. IEP in Australia

Australian Education Act year 2004 loads about the arrangement of IEP in Australia is based on the decision that everyone who involves in this law administration or in children's school education in ACT is to apply the principles that school education: (a) admit the individual necessary of disable children; and (b) must make the accurate certainty for that necessary, expect if that matter will affect the difficulty not being able to be right in school education provision. Every child has the right for getting free access, school education related to his necessary [14]. The development of IEP for the students needing the special service in Australia making serious efforts to unite students, parents and professional in program design focusing in student's performance during six months. This process intends for improving good communication to share the responsible key aspects of IEP design, including planning, get the agreement about purpose, and share the accountability for result. Individual planning being produced for every student is intended to guide the educator in fulfilling the special necessary effecting from their disability, through modification into public education program. This means that the children with special needs

service participating in main program as being able as possible, then added by element targeted and related to the necessary [15]. The process of establishing IEP started to collect the relevant information, meet IEP, design actual program and its component, implement IEP and evaluation phase. This process is cyclical, which means that the last evaluation informs the collecting information from IEP next cycle [15].

The writing process of IEP involves the collaborative planning by teacher, parents, staff of Early Childhood Development Program (ECDP) and health professional. Every importance manager contributes information and documentation about child to develop IEP considering the development of social, culture, emotion and cognitive. In Australia, the children who get the IEP service is the children needing the special necessary having physic limitedness, condition related to health or learning difficulty. The term of disable encompasses children having intellectual defect, physical defect, interference from eyesight, sense of hearing, language, mental health condition or autism.

#### D. IEP in Hongkong

In implementing of integrated education, Education Bureau (EDB) of Hongkong supports the school to adopt Intervention Model Tier-3 to serve the student having SEN. The first supporting is qualified teaching learning in regular class to help the students having light or temporary learning difficulty. The students having continuous learning difficulty are provided by the second level supporting, including additional intervention. Under the Tier-3 supporting IEP is developed to the students having persistent and hard learning difficulty. That tier-3 Intervention Model supported by „Response“ approach to Intervention (RTI) to determine supporting level given to the students having SEN. The RTI approach introduced by the British Expert Dr. Rea Reason, in his consultation report to the former Education and Manpower Bureau in 2005. The students having SEN study in public school generally they have basic skill to solve the main-way curriculum demand.

The school has formed and established Student Supporting Team (SST) to plan, apply and observe supporting service to student having SEN. SST will determine the supporting Tier from students by paying any attention to their necessary. Accommodation in teaching learning, curriculum and assessment will be made and arranged appropriately. Most students can learn effectively after accepting the first and second levels supporting. For the students whose necessary cannot be fulfilled by the second level and the ones who need supporting more advanced in a special guidance formation and individual teaching learning program, IEP will be developed for them by their school.

The IEP team in Hongkong consists of parents, teachers, professionals, and SST. The task of SST in the preparation of the IEP is the use of parents and children about student needs and IEP, which includes measurable learning targets, specific strategies, needed, success criteria and time schedules, etc. The development of IEP involves necessary assessment, purpose identification, planning and

documentation. The process of preparing the IEP is in Figure 2.

The process of preparing the IEP begins with information gathering, case conferences to identify results and set targets, identify teaching adjustments, write design modifications, implementations and evaluations. in the preparation of the IEP, it is also important to pay attention to needs assessments, identify objectives, plan teaching strategies, and document IEP plans.

#### E. IEP in New Zealand

The policy of special or extraordinary education in New Zealand was acknowledged in Budget Regulation in 1996, then it was revised to become the frame work of Special Education in 2000 which stated that all students having the rights to study, based on Education Act 1989, National Education Guidelines and Special Education Policy Guidelines [17]. The IEP is structured for all students with SEN who need a) special assistance, b) adaptation of the program or learning environment, and c) special equipment and materials to support specific learning [18].

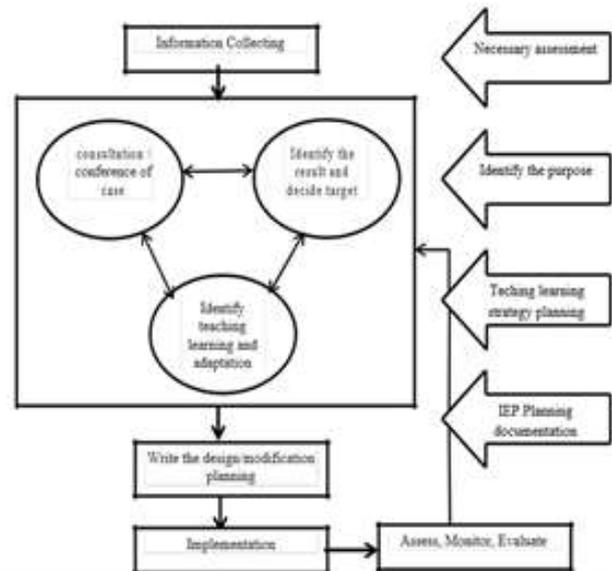


Fig. 2: Development Model of IEP in Hongkong [16].

The process of IEP in New Zealand based on the frame of curriculum which informs all the activities of education. According to this matter, IEP is the way to know and determine that the special teaching learning purpose is fulfilled the students having SEN. Under the protection of this matter, special education necessary can include some kinds of attitude difficulty, physic defect or learning difficulty. This allows the IEP to be developed based on the results of collaboration between students, their parents, schools and other institutions, so that the objectives can be fulfilled.

Individualized Educational Program (IEP) team consists of some kinds of sides, such as students, parents, class teacher, special teacher, therapist (physiotherapy, language and speech therapist), specialist, rehabilitation expert, even special education staff who are related to the condition and necessary which students need. After IEP team established,

it was appointed one of the coordinators of team who is responsible for coordinating the service from many sides, determining that program has implemented effectively, and determining the relation in every IEP meeting [19]. This IEP meeting discusses about what kinds component must be in the program based on the student's necessary, those components related to the special teaching strategy, teaching material adaptation, teacher staff necessary, special assessment based on the students.

#### *F. IEP in Thailand*

According to the laws, there are nine categories of the disable students in Thailand, namely: (1) visual impairment, (2) hearing impairment, (3) intellectual disability, (4) physical impairment, (5) learning disability, (6) language and communication impairment, (7) behavior disorder, (8) autism, and (9) disability [19]. Thailand education system, not only state schools but also private ones are the important service providers in educating students. There are many institutions which offer basic, middle level education, even collaboration education [20]. In Thailand, the students who need special necessary, get the education in all schools, not only in public schools but also in special ones. However, the schools are not accustomed to developing the IEP planning. According to [21], the IEP establishment was difficult and took many times, confusion in guiding the teaching learning and daily assessment, and feeling hard to hold the IEP meeting. They also said that most parents did not understand what IEP is or its potential to guide their children's education, and at least the parents' participation in arranging. This is because there are no standard regulations governing the preparation of IEP for children with special needs.

In arranging IEP, the schools cooperate with parents also professional of medical, paramedical, special education, therapist, and non-government institution in their community. This IEP establishment is responsible for every school having the disable students including autism to support the teacher for adapting curriculum, teaching technique, evaluation method for students having special necessary to accommodate all students having the different necessary in integrated education.

#### *G. IEP in Saudi Arabia*

The disable students in Saudi Arabia could not have special education service before 1958. By establishing the Syariah Law in Saudi Arabia, the government must guarantee their citizen's right in emergency condition, tending to have a certain disease, disable, and advanced age having the social guarantee system and supporting institution or individual to take part in noble work [22]. In 1962, Education Ministry formed Department of Special Learning to increase the service of teaching learning rehabilitation for the three main categorized disable students, such as the blind, deaf, and mental retardation (mental disability). Then in 2000, Saudi Arabia tried to develop and improve the law of special necessary education, such as Provision Code for Persons with Disabilities in The Kingdom of Saudi Arabia (PCPDKSA) and Regulation of Special Education Institutes and Program (RSEIP).

Regulation of Special Education Institutes and Program (RSEIP) required the schools to provide IEP for every disable. Therefore, IEP is the important special education service for the students needing special service. However, some research stated that in arranging IEP in Saudi Arabia was far from having enough multidisciplinary team, among others, special education teacher, parents, and other institution related to their necessary [23]. Besides, IEP for the students needing the special necessary in Saudi Arabia did not have the service of health, medical, and physic therapy [24].

Receiving that matter, there were some institution tried to learn and develop the existence of regulation and prepared the new program for the future related to the changing deals with the basic having happened in Saudi Arabia Special Education Side [25], by making the good form in document of Education Ministry involving eleven parts, among others: Part I: Definition of Term, Part II: Purpose of Special Education, Part III: Principles Supporting Saudi Arabia Special Policy, Part IV: Special Categories: concept, procedure, requirements, Part V: Transition and Rehabilitation Service, Part VI: Technical management of institution administration and program, Part VII: Technical Relationship of Administration and finance with relevant institutions, Part VIII: Manufacturer of assessment and diagnosis, Part IX: Individual Educational Planning (IEP), Part X: Education Evaluation, and Part XI: Public Decision [26]. All the team involved must be the active and effective members in arranging IEP. In the other words, all the individuals involved in public and special education side must be ready to be assimilating for the sake of IEP success [27].

#### *H. IEP in Indonesia*

Indonesian IEP usually uses the term of PPI (*Program Pembelajaran Individual*) or Individual Teaching Learning Program and RPI (*Rencana Pembelajaran Individual*) or Individual Teaching Learning Planning does not have the legal form of PPI because the form should be related to the schools necessary and condition. Some teachers in inclusion school know and make PPI, however they do not apply maximally. That case is caused there is not binding basis of law connected with implementation of PPI itself.

Planning the PPI program in Indonesia is the former main curriculum spelled out based on the strength and necessary of each student [28]. This teaching learning design put it for the students needing special necessary (ABK) into effect, is arranged to fulfill the children's necessary, then stimulate those children individual to achieve potential development optimally [29]. PPI in Indonesia starts to adopt IEP having been developed by USA.

There are some phases in its process, such as the phase of establishing the PPI team, assessing the necessary, developing the teaching learning purpose, and determining the progress evaluation equipment. The team of PPI establishing involves education side (headmaster, class teacher, teacher of special education, co-teacher), medical side (pediatrician, neurology, psychiatrist, physiotherapist, sensory therapist, occupation therapist, speech therapist, and

so forth), psychological side (development psychology, children clinical, education).

The discussion in this literature review is about overview of how IEP policies, criteria for IEP recipient children, the IEP team, and the IEP preparation process in several countries in the world. The description can be seen from Table I.

TABLE I. BRIEF OVERVIEW OF IEP

Country	IEP Policy	Criteria for IEP Recipient children	IEP team	IEP preparation
USA	Individuals with Disabilities Education Act (IDEA) 1990.	Children aged 3 to 20 years, and, get transition services before they are 16 year sold.	Teachers, parents, School psychologists, speech-language pathologists, and occupational therapists or physical therapists.	<ul style="list-style-type: none"> <li>Referral for evaluation</li> <li>Evaluation</li> <li>Determining eligibility</li> <li>Writing IEP</li> <li>IEP meeting</li> </ul>
UK	Special Educational Needs Code of Practice (SENCP) 2002.	IEP is given to children who experience specific disabilities and difficulties before children who experience spec recipient.	parents, principals, teachers, and professionals according to the needs and conditions of the	<ul style="list-style-type: none"> <li>Assessing</li> <li>Collaborating</li> <li>Writing</li> <li>Introducing</li> <li>Monitoring</li> <li>Reviewing process</li> </ul>
Australia	Australian Education Act 2004 Australian Human Rights Commission Act 2004.	Children needing the special necessary having physic limitedness, condition related to health or learning difficulty. Children.	Students, teachers, parents, staff of Early Childhood Development Program (ECDP), health professionals.	<ul style="list-style-type: none"> <li>Collection of relevant information</li> <li>IEP meeting</li> <li>The actual program design and its components</li> <li>IEP implementation</li> <li>Evaluation</li> </ul>
Hongkong	Education Bureau (EDB).	Students who are in Tier-3, namely students with persistent and severe learning difficulties.	parents, teachers, professionals, and SST.	<ul style="list-style-type: none"> <li>Information gathering</li> <li>Case conference, identify results, and determine targets or goals</li> <li>Identification of teaching adjustments</li> <li>Write a draft modification</li> <li>Implementation</li> <li>Evaluation</li> </ul>
New Zealand	Frame work of Special Education 2000.	IEPs are designed for students with SEN who require: <ul style="list-style-type: none"> <li>Extra assistance</li> <li>Adapted programmes or learning environments</li> <li>Specialised equipment or materials to support them in special or mainstream educational settings.</li> </ul>	Students, parents, classroom teachers, special tutor teachers, therapists, specialists, rehabilitation experts, special education staff.	<ul style="list-style-type: none"> <li>Based on a curriculum framework that informs all educational activities</li> <li>IEP meeting</li> <li>Formulate</li> <li>Components of specific learning strategies, adaptation of teaching materials, teaching staff needs.</li> <li>Assessment and evaluation</li> </ul>
Thailand		All students with disabilities, especially autism.	Schools, parents, medical professionals, paramedics, special education, therapists, non-governmental organizations.	<ul style="list-style-type: none"> <li>Schools adjust the curriculum for ABK</li> <li>Formulate teaching techniques and evaluation methods</li> </ul>
Saudi Arabia	Regulations of Special Education Institutes and	All students with disabilities.	The lack of a multidisciplinary team, such as parents, special	<ul style="list-style-type: none"> <li>Create document format</li> <li>Team meeting</li> <li>Preparation of IEP</li> </ul>

	Programmes (RSEIP) 2002.		tutors, and professionals.	<ul style="list-style-type: none"> <li>• Evaluation</li> </ul>
Indonesia			Education sector, medical field, psychology.	<ul style="list-style-type: none"> <li>• Team formation</li> <li>• Assess needs</li> <li>• Develop learning goals</li> <li>• Design learning methods and procedures</li> <li>• Determine the evaluation tool</li> </ul>

*a) IEP Policy*

Every country must have a policy or regulation that regulates all activities to promote and maintain its credibility. The policy in this article is in the field of special education, how education services are provided to children with special needs. Educational services in this discussion are the Individualized Educational Program (IEP).

In the United States, all children who receive education in public schools and have been identified as having special needs or so-called SENs are required to have an IEP. In 1975 there was a policy that instructed schools to provide services for children with special needs, the regulation referred to as the Education Act for All Children with Disabilities (EHCA). But in 1990 the regulation was replaced with a new regulation namely the Individuals with Disabilities Education Act (IDEA). Each school district in America has special legal duties to identify, find and evaluate children who need special education, including immigrant children. Likewise, in the UK there are several laws that regulate special education, but what is still valid today is the Special Educational Needs Code of Practice (SENCP) which is implemented under the auspices of the Department for Education and Skills (DfES).

Unlike the United States and the United Kingdom, Australia also has regulations regarding the preparation of IEPs for special needs children that are still in effect today, namely the Australian Education Act 2004 and the Australian Human Rights Commission Act 2004. Unlike the three countries discussed, the rules regarding IEP services for children with special needs in Hong Kong guaranteed by Education Bureau (EDB). The EDB has regulations that schools must provide IEP for children with special needs who are at Tier-3. Turning to Hong Kong, New Zealand developed and made its own regulations to ensure the quality of education for children with special needs, namely in Frame work of Special Education 2000. Like others, in 2002 Saudi Arabia sought to develop special needs education laws, namely Regulations of Special Education Institutes and Programs (RSEIP) which require schools to provide IEP for each student with a disability.

Turning to the six previous countries, Thailand and Indonesia still do not have regulations or policies regarding the implementation of the IEP. In Indonesia itself, there are policies that regulate services for children with special needs, namely Law No. 20 of 2003 and Minister of National Education Regulation No. 70 of 2009, but there is no specific policy for IEP. Educational services for children

with special needs including the IEP have been running in both countries but there are no binding regulations.

*b) Criteria for IEP recipient children*

In accordance with the policies regarding IEP in each country, they also have specific criteria for children who are entitled to IEP.

In USA, children who are eligible for IEP are those aged 3 to 20 years and get transition services before they are 16 years old. But in the UK, the IEP acceptance criteria are not only fixated on age but also on the condition of the child, namely children who experience specific disabilities and difficulties before the age of 25 years begins with a Assessment of Learning Difficulties (LDA) Report, level of need, necessary support, provision of learning, including the aspirations and views of others. Whereas in Australia, age is not a reference for receiving IEPs, but focuses on children with special needs who have physical limitations, conditions related to health or learning difficulties.

Hongkong divides children with special needs in 3 Tier, but IEP is only given to children who are in Tier-3 because they think these children need more intense and structured services, namely children with persistent learning difficulties and severe disruption. Unlike Hong Kong, New Zealand has its own criteria for IEP services for children with NES, namely a) special assistance, b) program adaptation or learning environment, and c) special equipment and materials to support specific learning. These criteria are made to facilitate the preparation of IEP in accordance with children's needs.

If the five countries above have specific criteria regarding IEP services, in Thailand and Saudi Arabia all children with special needs are entitled to get these services without exception, although in Thailand more emphasis is on children with autism but does not limit other special needs children to get IEP.

*c) IEP team*

Making IEP for children with special needs cannot be done individually, but there must be parties who are relevant according to the needs and conditions of the child. In response to this, in the preparation of the IEP a team must be formed. Six of the eight countries in this article tend to have the same IEP team, consisting of children (subjects), parents, special mentoring teachers, classroom teachers, principals, and stakeholders according to the needs and conditions of the child. Collaboration in the team will influence the programs that will be made for children because each member has their respective roles. But in Saudi Arabia and Indonesia there is less multidisciplinary team in the making of IEP.

#### d) IEP preparation process

The process of preparing the IEP in eight countries tends to be the same, ranging from information gathering, team meetings, identification, preparation of IEPs, to evaluations. The process is needed so that the program can be run properly and according to the desired targets in each aspect.

### III. CONCLUSION

The education world development which more appreciates to the individual's right has caused many changing. This writing gives generally description about the process of IEP in eight different countries. Regulations regarding IEP have been found in 6 countries, namely the United States, Britain, Australia, Hong Kong, New Zealand and Saudi Arabia while Thailand and Indonesia still do not have regulations regarding IEP for children with special needs. The characteristics of children with special needs who are entitled to receive IEP also differ in each country, but the goal is the same, namely, to accommodate the needs of children. The process of preparing the IEP in each is different according to the regulations in the country. But from these differences, there is one similarity in the preparation of the IEP. All countries form teams to prepare the IEP, this is done so that all student needs are accommodated. Otherwise, each country having different characteristics in arranging and developing the IEP, however all the countries have admitted how important the individual planning in teaching learning as the one of appreciation formation towards the right of the disable ones.

Therefore, this writing is expected to be able to contribute and become reference for the policy and decision maker of special education, especially for the policy emphasizing the service of IEP for the students needing special necessary. Besides, this writing can also be regarded as the literacy, especially for special education work in arranging the IEP based on the necessary of each student.

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